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ABSTRACT

This report brings together demographic projections, social trends, projected changes in the context of American higher education, and the anticipated needs of an increasingly diverse student population in an effort to offer guidelines for college union and student activity professionals looking to the 21st century. The report contains a reproduction of the charge to the committee authorized to produce this document, an introductory essay, six essays by diverse authors, and a set of recommendations. The first, introductory essay by J. William Johnston, describes the current and expected changes in higher education, the importance of education in current society, and the importance of out-of-class activity in the college experience. The other essays making up the report include the following: "The Changing Educational Environment," by J. Thomas Eakin; "Funding for College Unions and Student Activity Programs," by Robert Lundal and Thomas Levitan; "Student Activities and Programs," by James Osteen and Thomas Levitan; "The College Union of the Future," by Mary Yates and Frank Canavit; "The Arts in the College Union," by Vance G. Safley; and "Professional Preparation and Staffing," by Barry Wilson. A final section presents conclusions and recommendations. Each essay includes several references. (JB)

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Task Force 2000

Final Report

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Final Report

Task Force 2000

Association of College Unions - International

April 1, 1990

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"The better strategy is for higher education to begin its deliberations with less public fanfare, with fewer assertions, and with more questions. There has to be a willingness to establish an agenda and then to stick with it, to return again and again to that limited set of issues and questions that lies at the heart of the enterprise. Positions need to be established, questioned, and then revised. There are important analyses to be performed, pilot projects to monitor, institutional practices to be recast.

The decade of the '90s stretches before higher education as a time of testing and renewal, of risk and opportunity--a time to discuss frankly what this nation's colleges and universities can and should be about. We do not know how that colloquy will turn out. We know only how to begin: without apology, without building arks, and with a commitment to stay the course."

Change Magazine, May/June, 1989

COMMITTEE CHARGE

The Association of College Unions-International has a well-established history of planning for the future. From 1957-61 the ACU-I Committee on the Future of the Association provided a variety of recommendations on organizational structure, finances, programs and services. From 1972-75 the Association entered an era of intensive introspection. In The ACU-I Priorities for Effectiveness, the Self-Study Commission presented a carefully considered comprehensive plan for the Association. Most recently, in 1982, the Executive Committee appointed the Task Force on the Future which undertook a long-range study for the Association dealing with organizational structure, current and future program thrusts, the structure, services and staffing of the Central Office, the fiscal viability of the organization, and the development of recommendations for future programs and services which would provide effective professional development.

All of these efforts focused primarily on the directions of the Association and not on the needs of the profession (to the extent to which the two may be separated). Task Force 2000 was charged with examining the changing educational climate in the next decade and to study, analyze, and make recommendations on, but not limited to, the following areas:

The Changing Educational Environment: To examine available data which seeks to determine the impact of changing demographics, funding, enrollment forecasts and other predictors on the character or uniqueness of institutions of every category, particularly as it is likely to impact the out-of-class life of the college or university. Of particular concern is addressing new structures and delivery systems which will enfranchise part-time, older, and minority students who have been categorized as nontraditional.

Professional Preparation and Staffing: To examine methods of professional preparation (both degree and nondegree) and field of study; ethnic demographic composition; salary levels by sex, race, and benefits comparisons; where possible, comparisons should be made by size of institution, size of operating budget, perceived mode of upward mobility, and other appropriate indicators. Additionally, this phase of the examination should seek to evaluate future student demographics compared to the current ethnic composition of professionals currently in the college union/student activity field in order to determine what additional education may be required and strategies employed to attract more ethnic minorities to the field.

Funding for College Unions and Student Activity Programs: To examine current and proposed methods of funding college union and student activity operations on college campuses including auxiliary, fee based, and institutional funding schemes as well as budget forecast trends, "new money" forecasts, capital and construction cost forecasts, and the implications of projected changes in state and federal budgeting policies on college unions and student activity funding levels.

Student Activities and Programs: To examine new directions, staffing patterns, and reporting relationships for union/student activity programs of the future as well as strategies for creating new programs which address the developmental needs of a changing college student population.

The College Union Facility of the Future: To examine current and proposed remodeling and new construction projects relative to new design concepts, coordination of auxiliary operations, student program and service functions, planning for multiple use and ease of conversion, and meeting the needs of future campus populations while supporting broader institutional missions and multicultural interaction. This portion of the study should also respond to changing staffing patterns required to operate and maintain these new facilities.

The Arts in the College Union: To examine reasons for the diminished role of the college union and student activity programs as presenters of performing and visual arts in recent years. This section shall seek to chronicle this decrease in arts programming, determine staff comfort level in developing such programs, and to make recommendations relative to the union's educational role in creating arts programming for the campus community.

The Final Report

The Committee shall seek to issue a final report employing the following format:

A. Survey of literature from related fields of study

B. Conducting surveys and other data-gathering techniques to assess current and future needs and practices

C. Analyze data in a concise, professional manner

D. Reach conclusions supported by literature, survey data, or relevant demographic information

E. Make recommendations for new methods of professional preparation and association-sponsored educational programs and services where data support new initiatives

INTRODUCTION

Overview

Embarking on the examination of any subject requires careful review of available data, past practices, future trends, and the collective wisdom of experts in related fields. When that examination calls for making reasoned judgments about conditions and events over a decade away, particularly in an era when change is so rapid and where the events of the future will be impacted so dramatically by new technology, expanding information, the globalized impact of actions, and other factors, making conclusive statements becomes risky business.

This report brings together demographic projections, social trends, projected changes in the context of American higher education, and the anticipated needs of an increasingly diverse student population in an effort to provide a prescriptive course of action for college union and student activity professionals in the year 2000. While assuredly incorrect conclusions may result, it is better to embark on a course of action now rather than allowing the events of the future to become a fait accompli.

As an international organization, ACU-I has member institutions throughout the world. To reflect this composition, original planning called for an international panel of college union and student activity professionals to review the findings and recommendations of this report. The enormity of this exercise and the variability of conditions from country to country, unfortunately, made systematic analysis of this panel's feedback logistically impractical. Throughout the course of the Task Force's work, however, extensive consideration has been given to the globalized importance of future events and the international implications inherent in the Task Force's conclusions and recommendations.

Previous engagements with demographic analysis and projections in higher education have met with limited success. In its final report entitled "Three Thousand Futures--The Next Twenty Years for Higher Education" (1980), the Carnegie Council on Policy Studies in Higher Education outlined the fears and hopes for higher education in the '80s and '90s. Their best case/worst case approach to predicting future conditions ranged from enrollment declines of 50% to possible increases of as much as 40%; major financial hardships to more modest resource competition; faculties composed of tenured, older white males to a flow of high-quality young faculty members including women and minorities; and the decline of the private sector and number of persons willing to serve as administrators to increased support of private higher education and the provision of greater trustee support for beleaguered administrators. In fact, the doom and gloom projections which preceded the events of the 1980s did not occur, while the more optimistic predictions came closest to describing current conditions.

As one begins to extrapolate and make yet another effort at focusing on events over a decade ahead, the justification for a greater optimism seems warranted. So long as higher education remains the principal vehicle for upward mobility in American society, it is unlikely that the public will lose its confidence and fascination with the benefits of post-secondary education. However, only the foolhardy would examine current data about the nature of higher education in the year 2000 and not conclude that changes of major proportion will, indeed, take place.

The students who select higher education and the institutions they attend will be different from the students and institutions of today. How dramatically the environment will differ is dependent upon geography and type of institutions. While the percentage of the traditional age cohort will certainly decline, it is difficult to project the percentage of nontraditional students that will enroll in higher education, thus making enrollment projections difficult to predict. The campus as a locale may become too expensive to maintain as governmental agencies and boards of trustees realize that they can transmit entire curricula to individual homes via satellite considerably less expensively.

Detractors of this arrangement would argue that affective development and the benefits which grow out of the sense of community of a traditional college campus would cause such an educational experience to have grave personal and social implications, rendering that delivery system unwise. However, the actual amount of the educational experience done in residence or on the campus proper could dramatically decline irrespective of the educational delivery system.

Research has consistently demonstrated that out-of-class experiences have a major impact on retention, satisfaction with the institution, and with the student's social, moral, physical, and mental development (Newcomb, 1943; Feldman and Newcomb, 1969; Jones and Finnell, 1972; Chickering, 1974; Astin, 1977; Bowen, 1977). The extent to which the institution impacts such growth for the nonresidential and the nontraditional student (older, persons of color, part-time, etc.), however, is not well documented. Given the projections of increased enrollment of such students in the year 2000, the challenge for college union and student activity professionals is quite clear. Miller and Jones (1981) note that out-of-class education must be seen as an integral part of the educational program and must reflect changes in the student population, indicating:

> Such students (nontraditional) have less opportunity to participate in traditional extracurricular activities than do full-time, younger, and residential students. They often have family obligations or career responsibilities that limit their interaction with teachers and fellow students outside the classroom. The 40-year-old businessman [sic] may be unable to meet a professor's morning office hours, attend a noon concert, or participate in afternoon intramurals, and may feel unwelcome or ill at ease in the campus "hangout" where other students and professors

> get together for coffee. The middle-aged housewife with three teenagers, a busy husband, and a hiatus of twenty years away from the campus not only will have counseling and advising needs different from those of young adults but may be interested in different out-of-class activities, such as self-help groups for women re-entering the job force, or in campus activities that would allow her entire family to participate. Will campus facilities, resources, and programs conducive to total student development be accessible to them?

How will these needs be addressed if the campus is merely a headquarters where records are kept or occasional classes taught; a place without a library, residence halls, playing fields, or a college union facility? How can the institution prepare a person to live globally if he or she cannot test ideas in a face-to-face setting? How can multicultural issues be addressed if interaction is limited to personal interaction with a television image and a body of knowledge? How will the union and student activity program's traditional roles, which support community, discourse, worthy use of leisure, leadership, and social development, fit into future "campus" environments?

The profession may need to adjust how it evaluates the college unions of the future. There has been concern expressed that what has been called the "house of serendipity" by one eloquent colleague has become little more than a shopping mall. Before dismissing this model out-of-hand, however, one should consider that in most communities in America "downtown" or "main street" is dying or has already closed its doors and moved to the suburban shopping mall--the new "community center" of the region--complete with movie theaters, ice-skating rinks, game rooms, exercising mall walkers, entertainment, philanthropic activities, food courts, and meeting rooms. Fortunately, most educators are skeptical about the probability of a collegiate experience sans some type of campus or collective locale. The "other half" of the educational experience--that which grows out of nonclassroom participation--is far too critical to personal development to be omitted entirely.

As noted, the challenges of these changes in higher education are clear. The educational relevancy of college union and student activity professionals--who rely entirely on voluntary participation and whose efforts enhance affective development more than cognitive--will be called into question as never before. In seeking to further enfranchise nontraditional students, professionals must rethink how students are currently being oriented to the institution; how to involve or reinvolve drop-out/stop-out students; how to impact the values of commuters who return home each night; how to bring innovative ideas to urban, nonresidential settings without attempting to replicate residential campus initiatives; how to become diagnosticians and prescription writers for those with unique needs and learning styles; how to satisfy the needs of the new consumerism and demands for outcome assessments without seeking safer, quantifiable goals in place of more demanding, more esoteric, less quantifiable goals; and, finally, how to allow institutions to remain competitive in a marketing context without losing their institutional identity and a focus on the individual student's success.

Increased pressure from the courts, federal and state legislation, external agencies requiring greater accountability, and an overall conservative swing of society (parents who were anti-war protestors and free-love advocates in the 60s complaining that campus rules are too lax for their sons and daughters) have resulted in increased pressure for stricter institutional policies which are in loco parentis in nature. Should this continue, a certain amount of tension will develop as the character of the student body changes towards older, more self-sufficient students. Within the context of traditional student personnel beliefs and assumptions, it is imperative that college union and student activity professionals continue to chart a course which enfranchises these new students--with their unique educational and social needs--without falling prey to the temptation of requiring that they conform to traits and habits of traditional 18- to 22-year-olds. This is not merely a desirable outcome of higher education in the year 2000; its very well-being and future may depend on being successful.

In Search of an Analytical Paradigm

Before responding to the many factors which will impact the nature of the college union/student activity profession and higher education in general in the year 2000, it is important that some type of analytical tool or paradigm be selected. Such a paradigm will provide a structure upon which to provide direction and evaluative criteria to accommodate the volumes of available data and information. A number of such paradigms exist, but those outlined below address the uniqueness of the educational environment and provide a focus on self-realization which is compatible with a college union and student activity emphasis on student development.

Much of what follows has been abstracted from Willis W. Harman's "An Incomplete Guide to the Future" (1976). For scores of years the industrial era led us to anticipate continued and inevitable material progress. The images of the future held by Americans were, until the past few years, thoroughly positive . . . conquer geographical and interplanetary frontiers; pursue even more technological achievements; spread prosperity and democracy around the world. It was inconceivable that the rest of the world might not want to follow in America's footsteps. In more recent years our visions of the future have shifted from images of hope to vistas of despair. Material progress has been transmuted into pollution, energy shortages, and problems of uncontrolled growth. Affluence and leisure have been accompanied by persistent unemployment and worker discontent. Technological miracles have been weakened by the threats associated with technological control.

Over the past two decades, there has been a growing challenge to the legitimacy of the present social system of the industrialized world, identifiable by a number of signs (Harman):

- Third world insistence on a new international economic order
- Environmentalist, consumer, minority rights, women's liberation, and youth protest movements
- Criticism of industrial products, business practices, and manipulative advertising
- Survey data showing values and attitudes that imply need for changes in the old order
- Indications of disenchantment with the assumption that all scientific and technological advances are unqualifiably good
- Decreased trust in institutions of business and government
- New labor demands for meaningful work and participation in management decisions
- Increasing signs of alienation from work and from the noncommunities called cities and suburbs
- Evidence of widespread search for transcendental meaning to promote a sense of "what is worth doing"

Challenges to the legitimacy of dominant social institutions, which culminate in major institutional changes in society, tend to be predictable some one to three decades beforehand by certain lead indicators, including (Harman):

- Alienation, purposelessness, lowered sense of community
- Increased rate of mental disorder, violent crime, social disruption, use of police to control behavior
- Increased public acceptance of hedonistic behavior (particularly sexual), of symbols of degradation, of lax public morality
- Heightened interest in noninstitutionalized religious activity (e.g., cults, revivals, secret practices)
- Signs of anxiety about the future, economic inflation (in some cases)

The governments of the industrialized democracies are clearly duly constituted. There exist other concentrations of power, however, that are not so constituted--the world network of multinational corporations and financial institutions--which have become the locus of scientific and technological power. Science's position as the ultimate arbiter of truth is challenged on the grounds that it is guided and dominated by production--and--control values that serve industrialism rather than humanistic goals that enhance man. Secondly, the challenge is made that the industrial system is not guarded by adequate moral principles, particularly in the matter of equitable distributions of the earth's resources. Thirdly, the success of technology and industrialization themselves appear to be primary causes of contemporary problems. Clearly what is evolving is what

Harman calls a **Transindustrial Paradigm** which seeks to resolve the dilemmas of the industrial era and is compatible with the emerging new image of humankind. This transindustrial paradigm is characterized by two ethics:

> **The ecological ethic** - Humanity is one with the vast community represented by the planet and all its life forms. Society's commitment to such an ethic is essential if the earth is to remain habitable.
>
> **The self-realization ethic** - Affirms that the proper end of all individual experience is growth in individual awareness and the development of the human species. Consequently, the appropriate function of social institutions is to create environments that will foster this development.

Science will eventually be required to take on new goals. Instead of being an eager servant of industry and the military, the new science will need to actually assist society in formulating new, dominant goals for the whole culture, helping to bridge the gap between what C. P. Snow (1959) calls the "two cultures"--science and technology at one extreme, and the humanities and religion at the other.

A new social objective is suggested by new human images and the ecological and self-realization ethics. One useful model may be found in Robert Hutchins' "The Learning Society" (1968) in which learning, fulfillment, and becoming human are the primary goals, and all society's institutions are directed to this end. What could evolve might be a "learning and planning society" whose central precept would be (1) promoting individual growth in awareness, creativity, adaptability, curiosity, wonder, and love; (2) evolving social institutions to more effectively foster such individual growth; and (3) participating as a partner with nature in the future development of the human species on earth. Fred Polak in "The Image of the Future" (1973) presents a sense of urgency surrounding the ecological dilemma we have gotten ourselves into. Any technology which could be developed and applied to making a profit was developed without regard for the consequences. Subsequently, all technological change has been essentially unplanned and unregulated. Given the social cataclysms which could result if the current track is pursued without serious intervention, there must be some basic certainty that there can be some radical reversal of the existing order. The time is short, and the world is fighting an unequal battle with each passing hour. There is no longer a choice between alternative futures, but rather between choosing the future or having that future forced by outside pressures.

This transformation will require considerable soul-searching for America since it radically alters the viability of the American dream for current and future generations. There is rising concern that America lacks the creative leadership to solve these problems. Optimists feel that science and technology (the culprits in some opinions), which perpetuated much of today's current dilemmas, can be reorientated to productive problem solving. The same educational system and mass media which now threaten to deaden the mind of the average person, notes Polak (1973), can also be used to awaken it if we know what we're doing.

The implications of the transindustrial paradigm for contemporary higher education are enormous. Indeed, the entire educational process and resource allocation priority system may have to be juxtaposed in order for the learner and not the product to become the central theme. The signs noted by Harman as evidence of a growing challenge to the legitimacy of the present social system and his indices of forthcoming major social change heighten the urgency to re-examine current practices in American higher education. For which model of the future is society preparing students? For example, the disenchantment, decreased trust, and feeling of alienation which Harman identifies may be present in large doses in the new students who will be matriculating in colleges and universities during the next decade. How will the institution reorder its resources and delivery systems to demonstrate an awareness and acceptance of new agendas in the transindustrial era? New educational dimensions, which prepare humanity to co-exist with other life forms on the planet and acknowledge that growth in individual awareness is the proper end of the educational experience, will require new priorities for teaching and research. The ecological and self-realization ethic will have to drive institutional decision making if the current pattern of uncontrolled growth, material progress, and de-emphasis on the quality of the individual's life experiences is to be altered significantly. International (and, perhaps, interplanetary) agendas must replace national self-interest in our educational pedagogy. The world must become a multicultural, global community which prizes diversity. Issues of majority/minority relationships, power and influence, sensitivity to cultural diversity, and the accompanying freedom for the individual to reach fullest potential, while retaining the essential ingredients of his or her respective cultural diversity, must become part and parcel of our evaluative criteria. John Naisbitt (1989) has identified 10 new megatrends for the year 2000, one of which is the simultaneous globalization and individualization of the electronics media. World events are available at the flick of the channel and, soon, national television systems will be available through home tuners. The linking of one billion telephones globally via direct dial and global interactive computer networks brings instant contact and information into daily lives. The faxing of contracts, technical documents, medical records and other items worldwide, while having outstanding positive implications, has the down side of adding considerable pace to a lifestyle which is already up-tempo.

Lou Harris, noted pollster, in a recent address entitled "2001: The World Our Students Will Enter" (1989), noted:

> To qualify for work in this new global economy, the young person of 2001 must have a global perspective, an intimate knowledge of what the world outside the United States is really like. While today most young people are just plain ignorant of world geography, tomorrow cross-cultural comprehension and understanding will be a requisite for economic survival, let alone the mark of an educated person . . . this will mean not only being language proficient but culturally sophisticated.

Harris goes on to develop a plan which seeks to reverse the downward trend in living standards in America by creating a highly trained, educated labor force unlike any the world has seen. This would develop a cadre of people trained to think creatively for themselves and capable of retrieving information when they do not know the answers.

At the same time that America is struggling to regain its economic prominence, a number of social trends are evolving which have implications for noneconomic, quality-of-life issues. Rand (1988), in assessing the single most important trend between now and the year 2000, indicates that it may well be a shift in the national mood towards pragmatism and taking responsibility. This forecast is echoed by such sophisticated observers as the Roper Organization, Louis Harris, and Daniel Yanklovich. The Roper Organization labels this trend as a sobering up, a renewed national determination to make things work (1988). Harris (1987) believes the public is ready for tough appeals for self-sacrifice, discipline, and truly radical departures from this nation's recent public school performance record. In the same vein Yanklovich (1981) chronicles the evolution of a public ethic from the traditional one of self-denial to one of self-fulfillment in the 1970s and to an ethic of commitment for the 90s, complete with economic realism, hard choices, and commitment to responsible economic behavior from the household to the national economy. This ethic of commitment combines the quest for self-fulfillment with an assumption of responsibility for the well-being of society.

Along these same lines, recent studies by Newsweek, Ralph Nader and others (Utne Reader, 1988) indicate that a renewal of idealism to solve social problems and promote the general welfare is likely to occur during the 1990s. Arthur Schlesinger Jr. (1986), in proposing a psychological explanation of why American life historically has run a 30-year cycle between seasons of idealism and self-interest, observes that "eventually the public gets bored with selfish motives and materialism and people long for some larger meaning beyond themselves." He sees the present as a transitional period with the self-interest tide receding. This is usually accompanied by pent-up idealism, triggered by specific events. For the 1990s, Schlesinger indicates that it is possible that arms control successes late in the 1980s could help stimulate a growing optimism about the nation's ability to cope with major social problems.

What does all of this mean for higher education in general and for college union and student activity professionals in particular?

Assuming that projections of changes in social patterns and student demographics are accurate--that the new students, indeed, do enroll in large numbers--significant changes must take place within the curriculum as well as in the out-of-classroom life of the institution. Fisher (1987) suggests that presidents and staffs of colleges and universities may have to decide whether their concern lies with bricks and mortar and faculty or with the content of a body of knowledge, learning styles, information technology, and other factors which help the individual learner increase speed, master information, and function as an independent learner.

Summary

Given the capacity of the out-of-class experiences to mold and shape the development (particularly affective) of students, these teachable moments and learning experiences cannot be left entirely to chance. Should it eventuate that student interaction with the institution in the future becomes increasingly sporadic (stop-out, part-time), nonresidential, remedial, credential and vocationally driven, will the role of the union and student activity operations in teaching people how to live become even more important? Professionals may look to expanded roles as interveners in the educational environment and prescription writers for individual participation in years to come. It is they who have major responsibilities in Hutchin's "learning and planning society" (1968) as promoters of individual student growth in awareness, creativity, adaptability, curiosity, wonder and love; as impactors of social institutions' capacity to more effectively foster such individual growth; as facilitators of students' need to become partners with nature in the future development of the human species on the earth; and as helpers to bridge the gap between Snow's "two cultures."

Harman's two transindustrial era ethics--ecological and self-realization--provide the precise tools for the college union and student activity professional to use in achieving competency as interveners and prescription writers.

Ecological Ethic

- Increasing social consciousness
- Preparing for membership in the global community
- Enhancing cultural sophistication through increased emphasis on multicultural values
- Assisting in efforts of volunteerism towards the end of a renewed sense of idealism and a value of assumed personal responsibility
- Focusing on the value of inclusiveness rather than that of exclusivity by recognizing the uniqueness of each person's and culture's contributions
- Affecting changes in science and technology's role in creating an alternative future from the one which appears imminent

Self-Realization Ethic

- Increasing one's capacity to trust and become more intimate
- Accounting for individual differences in learning styles
- Accommodating differences in ethnic and cultural backgrounds, age, socioeconomic status, language skills, etc.
- Emphasizing human/student development, accounting for the entire human continuum rather than merely those of 18-22 years of age
- Increasing emphasis on ethical standards towards the end of realizing that one's actions have implications beyond one's personal sphere
- Creating a renewed emphasis on the arts as a means for enhancing personal enrichment as well as embracing cultural difference

Is there really such a sense of urgency? Is higher education really going to be all that different in a little over 10 years? Has the ecological time bomb surpassed our capacity to diffuse it? Can higher education really be awakened to the need for a comparatively new set of priorities? Can science and technology and those who create new dimensions be redirected from profit motives to solving human dilemmas? It will not be easy. As Polak (1973) notes, "America is a land of extremes. The greatest visions, and most daring experimentation with the farthest limits of the potentialities of the human mind and the natural environment, exist side by side with the crassest materialism and preoccupation with a tomorrowless now."

We simply have no option but to begin the task and stay the course. Unlike past times, the consequences are too grave for further procrastination. It is not too late. Observes Polak (1973):

> No man or woman is exempt from taking up the challenge. Social scientist, intellectual, artist, leader, middleman of any breed, and the Common Man (and Woman) to whom, after all, this country belongs--each must ask himself, what is my vision of the future? And what am I doing about it? There are among us even now dreamers and builders ready to repeat the age-old process of splitting the atoms of time, to release the Western World from its too-long imprisonment in the present. Then man will once again be free to "seek the city which is to come."

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THE CHANGING EDUCATIONAL ENVIRONMENT

Overview

The late A. Bartlett Giamatti (1988) writes in A Free and Ordered Space: The Real World of the University that today's universities are very different from those of both the recent and the distant past. Yet, in critical ways, they are not different. They are, he writes, "in a constant conversation between young and old, between students, among faculty, between faculty and students; a conversation between past and present, a conversation the culture has with itself . . ."

He suggests that in social institutions, and especially in higher education, the greatest danger comes from within when assumptions prompt us to avoid the ongoing debate regarding purpose, mission, and activities. In this work, Giamatti encourages colleges and universities to re-examine the norms, values, and roles which guide their destiny.

The times are changing. How will higher education respond to the changing clientele today and in the future? Are institutions prepared to question who they are and what they are about? There must be a continuing awareness of, and responsiveness to students, as well as the needs of society and the world. Education must be about educating men and women for life, citizenship, and careers. It must be an active participant in meeting the ever-changing challenges of today and tomorrow.

Task Force 2000 is engaging in just the sort of process which Giamatti sees as so vital. The task is to assess what the profession's future role may be and how that future will be affected by the many factors which create opportunities and force limitations. In recognizing the development of a changing role, it must be determined what behaviors will be associated with that role. What is the purpose of college union and student activity work? What outcomes are sought? How do they contribute uniquely to higher education? Do they make a difference? How is that ascertained?

While this Task Force's charge is future oriented, in a real sense the future is here! Incredible changes have taken place in society, and those changes are impacting today's colleges and universities. Dynamic forces are developing new information at a rate which is creating the greatest demand for learning the world has ever seen. The amount of new information and the speed of communication are revolutionizing daily life. A few statistics about this knowledge explosion easily make the point (Fey, 1988):

- The volume of knowledge in the world will have increased four fold by the time a child born in 1988 graduates from college.
- The world's supply of technical information doubles every 10 years.

- More books have been published in the last 29 years than in the previous 500 years since the invention of the printing press.
- Ninety percent of the scientists who ever lived are alive today.
- Society has learned more about humanity in the last 50 years than in the previous 500.

These realities, coupled with other changes and a very different clientele, will revolutionize institutions of higher education. The traditional roles played by faculty, administrators, students, and by those who are part of the college union and student activity profession are being changed as this Task Force does its work. Indications are that they will change even more in the next century.

The future world of work is upon us. Personal and family issues are increasingly affecting the work place. Few progressive employers are not wrestling with the issue of child care. There will be greater employment opportunities for the previously underutilized segments of our population, especially women, minorities, and disabled. Worker education, training, and retraining will be crucial to meeting the challenge of a rapidly changing, technologically advanced economy. Employers, as well as traditional institutions, are in the education business. Automation, computerization, and robotization will continue to increase, changing both the nature of work and what skills one needs to succeed in the work place. A rapidly changing economy will create an unstable employment picture for many workers. More workers will suffer dislocation, and many older Americans will want to continue to work beyond age 65.

In view of these general observations about the changing environment affecting higher education, it is wise to identify key factors affecting higher education and the college union and student activity field in the future.

Factors Affecting Higher Education

More Diverse Populations

The current context of American higher education reveals some 3,000 colleges and universities serving approximately 13 million students. The changing nature of the population is expected to create many new challenges for higher education and, consequently, college union and student activity professionals (Hodgkinson, 1985).

- The traditional age (18- to 22-year-old) students are becoming the minority on a majority of campuses. This trend toward older students will continue as society moves even further from the industrial age to the service/information age. Adults already in the work force will return to school to be retrained, perhaps several times, throughout their professional lives.
- The trend toward more female students in higher education and women in the work force will continue as the number of males in the population decreases. Women's issues will

likely gain momentum as women struggle to deal with problems unique to them.

- As birth rates decrease among white Americans and increase among African-Americans and Hispanic-Americans, white students will frequently be in the minority on campuses. This trend is expected to result in major increases in students formerly labeled "minority" on many college and university campuses. These prospective students are expected to need support services that will ease the transition and facilitate the adjustment process. Complicating this transition is the fact that each minority group will evolve and interact in its own unique manner.
- There will continue to be many single, divorced or never married, parent heads-of-households. These individuals are expected to enter institutions of higher education in order to acquire skills needed to earn a living. They will come with very specific and unique needs for services not presently offered on most college campuses or in union and student activity programs.
- The number of foreign students attending U.S. colleges and universities is expected to increase as the global economy makes such an education affordable. American institutions offer more abundant, high-quality post-secondary training opportunities than most countries and, therefore, will be

attractive to students from other nations. They, like U.S. minority students, are expected to have needs for programs and services which reduce cultural shock and facilitate acclimation.

- As the traditional-age student changes, so will their marital status. The single majority may well be replaced by a married majority who have full-time jobs, aging parents, in-laws, children, pets, and home ownership. This group's needs will include child care, extended hours, and other programs.

Enrollment is likely to continue to increase from coast-to-coast, particularly at institutions in sunbelt states, as more and more businesses and/or families relocate to those areas. This movement is likely to result in decreased enrollment at institutions in the North, and increased enrollment at institutions in the South.

Another shift will be away from urban, metropolitan areas to suburban and rural communities. Hugh Ferris (1988) reports that spending time on the streets of a modern city is getting more challenging each day. It is becoming perceptibly more congested every year and is now approaching the point of public danger. The Transit 2000 Task Force Report (Foresight, 1988) projects that environmental concerns may alter the auto-dominated development patterns toward suburbs and away from cities.

These changes in racial, ethnic, age, marital, and family status are reality. The traditional college-age student born in 1982, and the returning adults obviously born prior to that time, are in the pipeline and will have many needs which are different from their predecessors. Not only will there be more people of color, more women, and more part-time students, but there will be an increased need to be culturally sensitive and to deal with students for whom English is a second language.

Birthrates in the U.S. are only part of the story since some minority groups will increase due to immigration, bringing minority groups such as Hispanics and Asians into even greater numbers. Thus, immigration must be included in the factors which bring about our more diverse population.

To further complicate these important factors affecting higher education, changes will vary according to geographical region of the country. Many demographic studies point out that the most profound changes will come in the Southwest, Northeast, South Florida, the Pacific Northwest, and the Chicago metropolitan area. Institutions located in such areas must be especially attentive to the adjustments which need be made to serve the needs of a new clientele (Estrada, 1988).

It is important also to consider a factor which cuts across all student groups. The matter of eligibility and/or preparation is an important one. The pool of students eligible for admission will contain fewer suburban, middle-class, majority students and will contain more minority, inner-city, and economically disadvantaged students (Estrada, 1988). Furthermore, since minority students have been graduating from high school at a considerably lower rate than majority students, colleges and universities have a very real interest in closing the gap in high school completion rates. Additionally, institutions may look toward those whose achievements or aspirations did not make them part of the college-bound pool in the past and encourage greater interest and participation from such students toward their eventual enrollment in post-secondary education.

Beyond these facts and expected developments is the unknown way in which society and higher education will respond. Will society provide better economic and educational support to economically disadvantaged students? How will institutions deal with the increasing cultural diversity of students? The fact that the nature of our student bodies will change is certain. What is uncertain is the willingness to provide access and support in different ways. Do institutions understand the linkage between future institutional success and the ability to attract, recruit, and educate minority and nontraditional students? It is a future which will call for clear thinking about the ways and means of educating a diverse student body and which will require creative partnerships and linkages with schools, government, business and industry, and other social institutions.

The Expansion of Technology and Rate of Knowledge Change

Science, technology, and knowledge are interacting synergistically to transform our society from an industrial one to one centered around information exchange. In the electronics field, for example, 10% of the knowledge becomes outdated in one year. Persons entering the labor force today can expect to be retrained as often as every 10 years.

The nation's success will be greatly tied to higher education's ability to transform new knowledge into usable skills needed by our workers. Increasingly, the U.S.'s ability to compete will be based on the brainpower of its people. Developing creative applications for knowledge and retaining a competitive edge will create numerous challenges as well as ethical dilemmas.

How will technology change the lives and work of college union and activity professionals? In looking to the 21st century, the challenge of technology will grow even more intense. Today, through technology, an institution can provide students access to a multi-million-volume library, an achievement unknown a decade ago.

Technology is moving students toward learning in many settings--in the home, at the work place--not only on campus and not only face to face. In the future, almost every student will have a personal computer with a modem. Through voice mail, students will communicate with instructors as well as with each other. College unions will rely more on electronic bulletin boards to communicate with students on college procedures, such as how to form a student organization, campus housing lists, classified ads, and to promote upcoming events (El-Kharvas, 1989).

Fisher reports that a survey of 20 educational experts by the U.S. Congress Office of Technology Assessment suggests a number of potential educational improvements (Fisher, 1987).

- Ability to engage in individualized instruction and emphasize self-paced learning. The technology can question a student and assess areas needing attention. Equipment can adapt to individual learning styles.
- Simulations will provide interactive learning and allow bridging between abstract concepts in the classroom and real-world situations. Chemistry labs and other environments can be technologically simulated, thus allowing students to learn experientially.
- Assessing what is effective can be accomplished immediately. This ability to acquire immediate feedback allows for adjustments in the ways and means of teaching as well as pace.
- Technology lends itself to lifelong learning. Easy access to knowledge will allow the learner to acquire that knowledge efficiently "on demand."

Programmed learning allows contemporary students to learn at different rates based on their best learning styles. However, television, calculators and computers, and other new modes of learning do not solve all our problems since they cannot make value judgments nor help students develop wisdom. People must do those things. College union and student activity professionals point with pride to the affective and cognitive benefits which accrue from participation in the out-of-class life of institutions. However, the bulk of this happens for traditional 18- to 22-year-old residential students (Astin, 1984). Unfortunately, current research does not begin to determine how well this is being done for nontraditional students.

The technology of today and the future may change the lives and work of union and activity professionals. K. Richard Pyle (1984) in his work "The Future: Creating a Vision" discusses the dramatic impact of computers and telecomputing on people in this field:

- Ability to access comprehensive student profiles including knowledge about student learning styles, and interests which may help in prescribing appropriate interventions.
- The speed and ease of communication will allow quick access to program ideas and research.
- Paraprofessionals may increasingly be trained for roles in problem solving and program support. Consultative roles with individual students and student groups will increase. This involvement will lead to experiences in conceptualizing, planning, and doing, rather than passive experiences. Specialized developmental roles for staff will focus on

student development and other developmental tasks outlined in the existing literature.

- Supervisors will operate as enablers and consultants.
- Decentralization will mean an increase in demands for service and programs in remote areas.
- Student development concerns will move toward human development concerns as professionals increasingly deal across the age-range. Experiential learning will become a major item. Consultative work by union and student activity professionals with faculty will increase.

The dynamic world requires a new kind of education, one which looks at ways to process data, integrating it into the process of thinking and decision making, while being cognizant of the ethical implications for the individual as well as society at-large.

Changes in Values and Lifestyles

In 1955, 60% of households were composed of a working father, housewife mother, and two or more school-age children. Today this traditional nuclear family has eroded. By 1980, such a family unit was only evident in 11% of the nation's homes (Hodgkinson, 1985).

Today more than 50% of women are in the work force, and that will undoubtedly increase. Census data indicates that 59% of the children born in 1983 will live with only one parent before reaching age 18 (Fead, 1989). Of every 100 children born:

- Twelve will be born out of wedlock.
- Forty will be born to parents who divorce before the child the age of 18.
- Five will be born to parents who separate.
- Two will be born to parents, one of whom will die before the child reaches 18.
- Forty-one will reach 18 "normally."

Further complicating these factors is the fact that many children are being born to teenage mothers outside of marriage. These children and their mothers face significant risks. Teenage mothers are more likely to give birth to children who are premature, frequently resulting in low birth weight. This increases the infant's chances of significant health problems due to immature development of the child's immune system. Low birth weight is also a good predictor of major learning difficulties when a child enters school.

At every level, infant, youth, adult, and senior citizen, the family is under pressure. Teenage pregnancy, with the potential implications noted above, and the newly emerging needs to care for elderly parents are dealing the already stressed family a heavy blow.

A recent Time magazine article reports the increased involvement of teenage youth in family violence, poverty, educational failure, and drugs (Toufexis, 1989). Too many children are growing up in families headed by one overburdened parent, usually the mother. Even when two parents are present, both often have demanding jobs and are absorbed in their own concerns. Frequently, the result is that children do not get the nurturing, guidance, and supervision necessary to instill a set of values and a code of behavior needed for success in various aspects of life.

While these issues of child rearing and family are crucial, issues of generational equity emerge as more people become 65 and older. By 2020 most of the former baby boomers will be retired, and their retirement income will, in part, be provided by the much smaller age cohort that follows.

Family issues are not the only area where changes in values and lifestyles are important considerations. Some assessments of the future suggest the U.S. may go through a major shift in national mood, one which would result in a greater assumption of responsibility. The 1970s and 80s have been justifiably seen as the "me-decades" with an almost perverted emphasis on "looking out for number one" and on meeting personal needs and wants rather than considering the needs of others or the larger community (AIA, 1989).

Arthur Schlesinger Jr., in his book Cycles of American History (1986), suggests that phases run their course in American social life swinging between public-spirited/idealism and self-interest/conservatism, noting an imminent movement from a period of conservatism to a period of idealism.

Perhaps an early indicator of this shift can be seen within our colleges and universities in the rapid development of volunteer and community service programs. One other development in this area is the shift of roles normally associated with family life to other institutions within society. In the 1960s colleges and universities acted in loco parentis, but the emergence of an 18-year age of majority and a prolonged period of campus activism resulted in colleges dealing with students as adults and the consequential relaxation of parietal rules. This change represents a major factor in American higher education, changing the student-institutional relationship forever.

As one thinks of changes in society, what implication does the demise of the nuclear family and changes in values have on students in the context of higher education? Could it be that the recent increase in calls for a return to in loco parentis really ushers in a different possibility--that institutions are being asked to restore some experiences and learning formerly associated with family life? Is there a void to be filled? Are there opportunities and expectations for colleges and universities to make contributions to student growth and development in loco familia (Wood, 1989)?

Increased Competition for Resources

The United States became wealthy and powerful in the period following 1900 by exploiting the rapid changes taking place in technology, world trade, and the international political order. Today one finds it difficult to distinguish national from international, and America is part of a highly competitive world economy where nationalism has given way to joint ventures. U.S. workers face growing competition from nations with cheaper labor costs. At the state level, fierce competition exists for resources as states struggle to meet the needs of various government agencies and to be a catalyst for economic development.

Some indicators of a growing service economy suggest limited career opportunities in organizations with relatively little middle management and depressed pay. Economic growth for California and 15 East Coast states will exceed the national average creating, in effect, a bi-coastal economy with other areas experiencing a variety of problems. The work place is continually changing due to new technology and access by women and minorities, once locked out of opportunities (United Way, 1987).

A number of technological, demographic, and competitive factors will alter America's economic and social landscape. Four key trends include (Workforce, 1987):

- The American economy should grow at a healthy pace.
- Manufacturing will be a much smaller share of the economy.
- The work force will grow slowly, becoming older, with more females and more disadvantaged.
- The new jobs in service industries will demand much higher skill levels.

John Naisbitt (1989) in an article entitled the "Ten Megatrends As We Approach the Year 2000" suggests that the following will be true:

- Contrary to some opinion an information-based service economy will be a high-wage economy. The vast number of newly created jobs will be managerial and professional. A pattern of such growth has already existed for 5 years.
- Capital is plentiful in the world today; therefore, ideas, knowledge, and human energy will provide the edge.
- The work place is changing as we move from the old industrial model of manager as order-giver to one of manager as facilitator. Managers in the future will be expected to create environments which bring personal growth and creativity.
- Global forces, still unclear, are bringing about radical examination of economic systems even in Communist countries where such questioning is not readily accepted. Is there a global move toward private enterprise and away from the welfare state?
- Are there limits to growth, or are there really very adequate supplies of agricultural products and raw materials? Naisbitt asserts there are abundant resources.
- The Pacific Rim is where the future lies. A new culture is rising. This emergence may rival the golden age of other

regions of the world which have exerted great influence over economic development, education, and culture in the world. The great new opportunities will be in Asia.

In a recent report on the yearly meeting of Western industrial nations, this factor is brought home (Starrels, 1989):

> . . . Beyond specifics, however, a larger reality dominated the Paris meeting; the final emergence of Japan as an economic super-power . . . underscored by Japan's announcement . . . of a billion dollar package of grants and loans to help third world countries . . . so Tokyo is now the world's largest donor of foreign aid.

The emergence of a global economy is characterized by movement toward a single, unitary world economy, from self-sufficient villages, to self-sufficient city-states. For many years the world has been a collection of macroeconomic nations. Now, instead of dividing up economic tasks within national economies, tasks are being divided among nations.

David T. Kearns (1989), Chairman of Xerox Corporation, in a recent speech noted some of the things needed to prepare for the economy of 2001. Xerox's future, and the future of American industry, depends on increasing the supply of people qualified to do the work that needs doing. The work force will have 30% fewer young people in 1995 than in 1975--but be three times bigger. Every qualified job seeker will be able to find a job. Most future jobs will require at least two years of education beyond high school and require people who can do arithmetic and compose sentences.

Failures of the educational system are not limited to the educationally and economically disadvantaged. Affluent white youth, as well as minority youth, are underperforming. These issues are especially relevant for people of color since labor economists say 57% of the four million new jobs created in the next dozen years will be filled by minority workers (Kearns, 1989). Unless black and other minority youth get first-class schooling, America will become a second-class economy and the currently under-represented will miss this great employment opportunity.

More Volatile Political Climate

Government is sending mixed signals. The current President calls for a "kinder, gentler nation," yet the prevalence of a conservative mood continues, especially strong among traditionally liberal 18- to 29-year-olds. The government's will to intervene in solving social problems is constrained by both the conservative mood and by other funding priorities. For some this conservative trend shows little sign of abating, while others suggest a regrouping Democratic party will move toward a conservative agenda similar to that which has proven successful for Republicans in recent presidential politics. At the state level, fierce competition exists for resources as states struggle to meet the needs of education at all levels and to become catalysts for economic development. Normal demands for services and programs persist or grow.

While some foretell a conservative and self-reliant future, the American Institute of Architects (AIA) has released a recent major study entitled Vision 2000: Trends Shaping Architecture's Future (AIA, 1989), which aims to do for the architectural profession what this report seeks to do for union and student activity professionals. The Vision 2000 Study suggests that the trends are softer than those previously noted in such areas as demographics and technology, and projects a new sense of idealism and assumption of responsibility through a new commitment to pragmatic choices benefiting personal finance as well as the national economy. It involves, as their report states, ". . . forming a commitment that combines a quest for self-fulfillment with an assumption of responsibility for the well-being of society" (AIA, 1989).

What will be the national mood in the year 2000 and beyond? There is considerable diversity of opinion on this question. Credible sources including Naisbitt (1989), Harris (1989), and Roper (1988) report differing opinions! Educators must ask themselves what is needed to solve personal, societal, and world problems? Can union and student activity professionals contribute to such an effort?

The best guess is that governmental intrusion will grow on a broad range of issues that relate to unions and student activities. Institutions can expect to be made more accountable as a result of unrelated business income tax rulings. The government will continue efforts to ensure that revenue-generating activity performed by nonprofit agencies is either confined to the organization's original mission or that taxes are collected from activities that compete with the private sector. State and local governments and the Small Business Administration are expected to argue more vigorously that competition with the private sector is unfair and should not be permitted. If this opinion is upheld by state legislatures and the courts, many services presently provided by unions could be jeopardized or eliminated (UBIT, 1988).

Increasing External Accountability

Recent years have brought increased interest in assessing the outcomes of education. Since 1985 legislatures have implemented programs of assessment as a means of holding institutions more accountable and bringing about educational reforms. Given the substantial amounts of money spent at the local, state, and federal levels, accountability and effectiveness are taking on new importance. Over a dozen legislatures have already mandated assessment, and most others are reported to be at various stages of considering mandatory assessment. Local, state, and federal executives must implement these programs and anticipate new ways that higher education can be a partner in meeting the needs of the changing world. Accrediting agencies are beginning to take a serious look at student outcomes, and it seems they will make such matters a part of the accreditation process.

This new accountability relates to what students are learning as well as whether they are repaying loans and meeting other obligations. The issue of costs has emerged as a significant one as college costs have been increasing at a rate greater than inflation, and students and parents are asking what the payoff is.

Not only is there a dramatic explosion of interest in the outcomes of higher education, but institutions are feeling the pressure of resolving issues, laying plans, and managing their affairs with a keen interest to how things will play out in the legal and public relations arenas. It is interesting to note the increased amount of time, energy, and financial resources which are devoted to legal and institutional advancement issues. At a time where there is serious interest in the outcomes of the educational experience, most colleges and universities are managing opinion and practicing risk management. While institutions take this defensive posture, legislatures and governmental agencies are instead interested in student knowledge, growth, and development.

The Traditional Union and Student Activity Role

No task force can determine the future for a specific institution. Each college and university, because of its own circumstances, traditions, and values, marches toward a special future shaped by both unalterable as well as controllable factors. That future will be greatly affected by the people who are part of that institution. Individual union and student activity professionals, as well as their professional associations, must systematically determine what to preserve and what to change. Historically, the mission of the union has been educational programming, community building, and service. If those involved in this enterprise wish to retain a special niche in completing the student's education, then the educational role played must be understood by others inside and outside the academy. Ways must be found to demonstrate what is being done and how such actions serve students and institutions in valuable ways.

One discussion of the potential contribution the college union makes involves the Role of the College Union statement first adopted by ACU-I in 1956 (Butts, 1971). It has provided the kind of mission statement that few professional associations provide for their members. While college unions seem to have established their place as centers for services and income generation, are they equally recognized as places where ideas are stated, exchanged, and challenged? A proving ground where opportunities to test and explore ideas and to have "real world" experiences is a vital part of educational experience and community life.

The college union mission statement contains an area little attended to in recent years, that of community building. Building community requires creative leaders who are able to move beyond day-to-day operations and to help create visions of the future.

John Gardner (1988) recently wrote in his series of leadership papers:

> In some measure, what we think of as a failure of leadership on the contemporary scene may be traceable to a breakdown in the sense of community. The task of rebuilding community is not one of uncritical reaffirmation; it is a task of renewal. The process of renewal encompasses both continuity and change, building a better future on an acknowledged heritage.

This statement about an important dimension of leadership fits well with Giamatti's call for review and assessment of missions and purpose. No such assessment for the 21st century can be adequate without considering the six factors cited previously.

Summary

Looking to the future involves evaluating the changing educational environment and assessing the critical factors which may influence that future. The future must be built in reference to the union and student activity professional's role as custodian of an "acknowledged heritage" which views the college union as "the community center of campus, for all members of the college family . . . not just a building. . . . an organization and a program. . . (Butts, 1986)"

Union and student activity professionals must insure that this role is understood by other important constituent groups. Once this is established, professionals in union and activity programs can promote an understanding of that role on campus. K. Patricia Cross (1985) writes about higher education in the 21st century:

> Higher education will be changing along with the rest of the world. And the rest of the world will be demanding more education not less. What is going down, and fairly fast, is the demand for traditional education in traditional schools.

Transition into the next century depends on the development of human energy and creativity. The age of technology is necessarily the age of the development of human resources. One legitimate way to prepare for the learning society is to expand the number of providers of educational service and to define more precisely what each can do best. What is done best in colleges and universities, and what do union and student activity people do better than others? What unique contributions, if any, can college unions and student activity professionals make?

Among the most concerned educators on today's campus are the student affairs professionals. In the multiple-option world of the 90s and beyond, the development of creative, thoughtful, caring human beings places union and activity professionals in the forefront of the new education.

The campus of the future will increasingly be a place where students of all ages come and go between other pressing duties. This phenomenon requires professionals to once again go through the important steps of general planning, evaluating the purposes of what they do and the appropriateness of their work in this changing environment. There must be honest evaluation of strengths and weaknesses and how these add or detract from the accomplishment of mission. What threats and opportunities are created by factors in our internal and external environments? A simple process of general or strategic planning is essential to the continuing vitality of the profession.

A special caution is in order since the college union and student activity profession is diverse. Professionals from smaller and larger, public and private, richer and poorer, from two-year community colleges to large research universities come together around many common tasks which play out in very different ways given the uniqueness of local factors. Not all phenomena will be national in scope. In all probability there will be great variance from region to region, and between, as well as within, ethnic groups. Attendance patterns among Hispanic groups (Dominicans, Puerto Ricans, Mexican-Americans), for example, are significantly different. Each institution presents a special chemistry which makes it one of a kind, and professionals must apply the general observations of this report as they impact on individual institutions in both national and international settings. However, college unions share the common Role of the College Union and, with that document as a base, need to embark on a common task of community building, educational programming, and service.

It would be easy to conclude that the social factors set in motion, and the rate and intensity of change, make it unlikely that these challenges can be met. While the pace and need for change has never been greater, people in the union and student activity field have also never been better equipped for the task. This is an exciting time in the history of American higher education, a time when active professionals are part of transforming the role of education in society. That future is more than a point in time; it is something which can be created and shaped through vision, will, and action.

The remainder of this report will be devoted to drawing implications from the factors identified in each of five key areas:

1. Funding for College Unions and Student Activity Programs
2. Student Activities and Programs
3. The College Union Facility of the Future
4. The Arts in the College Union
5. Professional Preparation and Staffing

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FUNDING FOR COLLEGE UNIONS AND STUDENT ACTIVITY PROGRAMS

Overview

The last quarter of the 20th century will be characterized as the period during which the United States steadily relinquished its preeminent role as the richest, most productive industrial nation. The world balance of power has shifted since the end of World War II and continues to change dramatically. The United States will continue to play a major role in the world economy and can prosper. Additional efforts must be made to reduce the federal deficit, improve foreign trade, improve the competitive position, and assist third world countries to deal successfully with their debt burdens. By the year 2000 the United States will earn its money principally as a producer of services and information and not of goods. As one of the largest "service and information" industries, higher education will remain a significant industry.

It has not been, nor will it become, possible for the U.S. to spend itself past the social and financial problems and societal dilemmas that have developed since the end of the World War II. A discussion of these issues is included elsewhere in this document and will not be addressed in this section.

To a great extent higher education mirrors the financial problems faced by the larger society. It will continue to be a viable growth industry in a growing economy. However, like governmental entities at all levels, it will be difficult for higher education to continue to maintain or expand current services even if such programs have wide support. Just as government finds that taxes and other sources of revenue, such as bonds and user fees, are pushed to their political and financial limits; likewise, colleges and universities have seen costs and revenue from student fees and tuition stretched to uncomfortable levels. It is doubtful higher education can justify current cost increases under the rationale of quality that has served many educational leaders so well in the past.

Our states, counties, and cities have deferred both construction of facilities and infrastructure maintenance as have universities and colleges. These agencies have played carelessly with chemicals and other dangerous materials. The cleanup of this carelessness has an enormous price tag. Problems associated with asbestos removal and toxic material disposal are examples of this phenomenon.

U.S. institutions have taken the short view with little priority given to examination of long-term effects. As a result, research, academic offerings, service, and outcomes are often fragmented, narrowly conceived, and less than fully functional. As the list of societal problems expands, the ability to fund reasonable solutions for these problems is becoming ever more difficult. Organizations, including colleges and universities, will be forced to reprioritize and make even more difficult (and often less humane) decisions.

Higher education at all levels is a beneficiary of the goodwill of government and other external agencies. Universities and colleges go with balance sheet in hand to outside entities begging for major portions of their funding. Higher education joins an ever broadening array of petitioners. Increasingly, the lines are longer, and the total to be distributed is less. This will clearly be the case for the next decade and beyond.

Public and private colleges and universities alike will face the difficulties regarding the future financing of higher education. For many years, private higher education has been the recipient of significant direct and indirect governmental support. Many forms of federal aid to higher education have been available, and these have often not made distinctions between the public or private status of the receiving institution. Such aid has taken the form of the Federal College Work Study Program, research and study grants, subsidized loans and grants to individual students, and low interest bearing loans for construction.

For private institutions in some parts of the country, state support has played a major role in the financing of higher education. A number of states, primarily in the East and Midwest, pay capitation grants to private colleges within the state for each in-state student enrolled. Some states fund their resident students with loan and grant programs similar to federal programs.

As governments feel the financial pinch, all colleges and universities, will feel the crunch of tightening finances. As public universities and colleges feel that pressure, they will increasingly seek support from corporate and individual donors, the traditional sources of nontuition generated funding for private higher education. Some state governments are encouraging this quest for private support by public institutions, providing additional public money to match funds raised from private sources.

As more and more institutions come to the development trough, they have discovered that private resources are finite. Changes in federal and state tax laws may have the effect of reducing the incentive for corporate and private philanthropy. Moreover, the heyday of the large private family fortunes and the foundations created as a result is waning, and the current generation of family donors is frequently choosing less traditional recipients. Also, the increase in the number of corporate takeovers may have a significant impact on corporate philanthropy. It is unknown whether the venture capitalists who are taking over what were once locally owned corporations with strong regional allegiances will continue traditionally strong histories of support.

The sum of these changes means that private colleges and universities are likely to face the same financial difficulties as public institutions and will need to be as creative in finding solutions.

Changing Student Populations

Broadly speaking, the consumers of higher education, principally students, have also changed as have their expectations of higher education. The fact that these changes have occurred must be reiterated in this discussion of financing because these changes will dramatically impact the way universities, colleges, and college unions proceed, or should proceed, with financial and other long-term planning.

Moving forward into the 21st century, colleges and universities will be competing for the attention of a significantly smaller population of consumers. While some institutions will not feel the impact of a smaller population sector, the overall number of students in higher education will decrease. The demographics will continue to move in directions outlined earlier in this report. Higher education will increasingly compete for the attention of a smaller young adult population along with the military, the labor market, and governmentally sponsored alternative service programs. Higher education is alone among these alternatives in that participation demands a financial outlay from, rather than payment to, the individual.

Of critical importance to college unions and student activity programs is not only the overall number of students but the decisions those students will make about the way they relate to the campus and its facilities. Again, the trends are clear and strong. Students of the future will likely continue to 1) be more culturally and ethnically diverse, 2) be older, 3) carry fewer courses per term, 4) be more task specific, 5) reside off campus, 6) be less emotionally and socially tied to the campus, 7) be less motivated to spend appreciable amounts of nonacademic time on the campus, and 8) take longer to complete an educational program because of the prospects of "stopping-out." Each of these characteristics will certainly influence decisions about financing the out-of-class programs, services, and facilities offered by college unions of the future. Financial planning will become more challenging, and the stakes attached to the pursuit of dollars will grow. Union and activity professionals must become even more sophisticated in their long-range and strategic planning in order to flourish or even maintain the status quo.

Sources of Income

Presently, unions derive income from a variety of sources. Not all unions use the same mix of income generation factors. Among the most common fee or directly generated income sources are: state or institutional general fund support; tuition specifically allocated to operating and program budgets; and dedicated student fees. Unions also generate significant revenue from the operation of product and service areas such as retail sales, amusement games and recreation facility usage, equipment rental, and program service fees. Additional revenue sources include rental income and commissions, joint ventures with off-campus groups to provide services or products to students (i.e., contract guarantees and food service, bookstore, and other retail space rental), institutional reimbursement income for space or services (i.e., bowling classes conducted in the union recreation center), service commissions (i.e., tickets, money orders sales, cash machines).

In addition to fees paid by students and income from the sale of goods or services, unions typically generate additional income from rentals to off-campus groups, catering, audio-visual and technical services, retail operations, concerts and other major programs, and joint ventures with off-campus groups. Additionally, many unions actively seek gifts from alumni, friends, corporate sponsors, and others.

Future Projections

Colleges and universities can expect proportionally fewer dollars from the states or from the federal government in terms of grants, research funds, student financial aid, or other restricted or unrestricted forms. As external support declines, the competition for internally generated dollars (tuition and/or fees) will intensify. Because of their historical success at generating income, college union professionals may be asked to fund non-union activities and projects, or to delay or cancel their own planned projects because the institution chooses not to prioritize union programs over others with more pressing needs or stronger constituencies. The struggle for dollars will take place both within the institution and between the institutions and the larger society.

College unions have long played a significant part in the socialization role of the institution and are likely to be called on to play a greater role in the future. As specialized funding for ethnic cultural programs becomes less available, the college union will accept responsibility for integrating such programming into its activities and assume responsibility for funding such programming. This anticipated trend has significant financial implications but also poses an educational challenge which is addressed elsewhere in this report.

All institutions were not created equal. The diversity that characterizes U.S. higher education is one of its strengths. As a result of these inherent inequalities, individual institutions face very different futures. It is not possible to forecast exact futures to be experienced by individual colleges or universities, much less the future of the college unions which exist on those campuses. In a period of generally declining resources, each institution and each college union must chart and implement its own best forecast on how to survive and grow. These forecasts should look broadly at a number of factors including the general environment in which the institution exists, the nature of the institution, the role of the college union, and the student composition of the campus.

Environmental factors that influence the institution, and hence the union, include: geographic location, the financial strength or weakness of the environs surrounding the institution, the socio-economic and other demographic characteristics of the population serviced, the employment trends and needs for specialized training programs to support local industries, and the degree to which there is congruence between the values and political attitudes of the institution and those of the surrounding community. Other geographical factors that can impact the college union include the positioning of the institution vis-a-vis alternative sources of competitive retail and service centers, and the extent to which the tax environment imposes restrictions such as unrelated business income, ad valorem, and other taxes on revenue-generating activities of the union.

To accurately forecast, a careful assessment of the institution itself must be made. Included in this assessment should be such factors as rate of growth or decline of enrollment; the type of institution (i.e., public, private, comprehensive, research, baccalaureate, community college); relative prestige among peer institutions; size and growth pattern of endowments; and the extent of the residential nature of the campus, number of hours students spend on campus each day, and degree to which the campus is seen as the primary center of activity. Additionally, the institution must assess its ability to raise fees, the relative affluence of the population being served, and the degree of dependence on financial aid.

Finally, the college union itself must be assessed Included in this phase of the assessment are the "goodwill" held by the union within the institution, the ability of the union to use general institutional funds, the relative age and state of repair of the physical plant, the breakdown and projection of sources of income, and what trends are discernible. Further, the union must analyze its ability to tap alumni, corporations, former staff, and others as potential donors and must project costs of building and refurbishing facilities, including costs necessary to comply with access requirements, fire code updates, and other restrictions.

Unions should also assess possible alternative ways of reducing costs such as personnel, utilities, maintenance, and insurance. New technology with its promise of reduced operational costs should also be assessed. Each program offering should be scrutinized.

The Need for Articulation

All of the factors identified above have within them inherent assumptions that the college union, its programs, services, and facilities are closely aligned philosophically and operationally with the mission of the host institution. A union cannot exist and flourish indefinitely and be in conflict with the institution it serves.

The need for the union to be ethical and value driven has never been more critical. Additionally, the union must be able to defend its actions based on its educational mission, not simply its service function. Increasingly, higher education is being called upon to defend itself according to a higher standard than simple legalism. Growing segments of society, to say nothing of student bodies, are not sufficiently persuaded of the merit of an action simply because it is a legal activity in which to engage. Higher education's political stock is not enhanced if its activities are excused or based on narrow, legalistic language. The college union's mission statements, goals, objectives, and individual decisions must be ethically and educationally based and defensible within the larger context of a shrinking and yet more complex world.

It is a key task of union and student activity professionals to assure that the mission of the union, the values it professes, its goals, and operational plans are congruent with those of the broader institution. It may be easier for the union to articulate its values, mission, and goals than it is for the university to do so. That in no way diminishes the need to state clearly, loudly, and often the educational, social, recreational, and service goals of the union. It must be said that the actions of the union, its staff, and programs must reinforce the stated philosophy.

Closely related to an ability to articulately state the mission and goals of the organization is the necessity to assess new ideas, demands for service, and other proposals based upon their potential to fiscally impact the organization. In an ever more restrictive economic environment, not all ideas can be fully embraced. Even potentially good programs must be critically analyzed and prioritized according to defensible predetermined criteria. The union will be increasingly called upon to perform longer lists of functions. The ability to make solid assessments and to communicate effectively the evaluation bases on which decisions have been made is critical if the union is to remain viable and on course.

The list of ways the larger society attempts to narrow the distinctions between institutions of higher education and other agencies will continue to grow. The current debate over unrelated business income taxes, ad valorem taxes, taxation of employee benefits (especially those which accrue only to educational employees) and other related issues will continue. While the outcomes of these debates and subsequent changes in legislation or tax codes cannot be foreseen, it is doubtful higher education will come out of these battles in a stronger position than before.

It will be the obligation of higher education and union leaders to speak concisely, defensibly, and articulately about appropriate roles for their institutions and to adequately defend their current priorities and practices. As fellow travelers in an ever more complex and mutually interdependent world, higher education will have to play by and defend the rules or accept the fact that the rules will be changed for them by others.

The Role of Technology

Unions will not be immune from the growing impact technology will play in people's lives. The projected impact of technology, as it is currently projected, must be a constant agenda item in the planning process. Facility renovation and construction is a prime example. All aspects of the facility plan must be scrutinized to see where and how improved technology will improve performance, cut cost, or increase flexibility.

Available technology must be fully used in other ways as well. Forecasting future costs, inventory levels, utilities, personnel, and other variables can be done with great sophistication. Union professionals must, if they do not currently, acquire and implement these forecasting skills. Projecting the financial impact of any new service or use of space can be predicted at multiple levels of usage. These available tools also must be incorporated into both the daily and long-term planning processes.

Assessment Needs

Union management personnel need to continually review each of the income bases of the college union and assess how, and to what extent, each supports the overall operation. More importantly, each must be assessed in terms of the future. What trends for each can be discerned? Where is major growth likely to occur or which are major areas of decline? What changes could be made to alter the mix each of these categories play in overall income? To what extent are college union professionals able to influence the income generation ability of each? What income sources are not justifiable based on total cost vs. income, use of square footage, demand for managerial time, cost of general overhead, etc.? Is the activity becoming more or less fashionable? What more, or even equally, attractive alternatives are available?

Just as all sources of potential income must be reviewed, so must all expense areas. Each must be examined critically and trends must be charted. Alternatives must be critically examined. It is important to remember that reducing expense levels can be a form of income generation. Eliminating desirable, but costly, expense centers may well be a useful way of dealing with ever-increasing costs.

It is also important to note, however, that all college union activities cannot be measured against a profit and loss statement. When this is not possible, the measure against which the activity must be judged is the mission and goals statement, which is, after all is said and done, the ultimate evaluation yardstick.

A major tension for college union professionals in the decade ahead is created by ever-rising costs as measured against static levels of service delivery. This phenomenon is characteristic of the service sector of our economy in general. Because of aging facilities, a maturing work force, inflation, rising costs for insurance and utilities, and other cost increases, college unions will find they are paying more for the same programs and services. This dilemma will be exacerbated by the difficulties noted above regarding the generation of increased income.

Summary

Financing the college union of the future will be challenging. It will require more creativity, managerial skill, and strategic planning than similar activities required during the period of ever-growing enrollments. Periods of retrenchment or static enrollments are never as pleasant as growth years. The errors of the past will remain to be dealt with and will add to the overall cost of operation. Services and programs will be reviewed more critically, and alternatives will be studied more carefully.

More positively stated, the successful college union of the future will be driven by a clearly stated mission and goals statement; will deliver cost-effective programs most needed to support and enhance both the enrolled students and the host institution; will use assets wisely and carefully; will use available technology to assist in an ongoing assessment and modification process; and will adapt its programs, services, facilities, and governance structure in such a manner so as to enfranchise the new student as well as other members of the campus community. Perhaps the philosophical goal of the college union which embraces the needs of faculty, staff, alumni/ae, as well as students, will become a reality out of necessity.

STUDENT ACTIVITIES AND PROGRAMS

Overview

Involvement in activities and programs on campus fulfills a variety of purposes for today's college students. Whether students are involved as spectators, participants, or leaders on campus, they are provided with opportunities to learn more about themselves and their environment. They develop skills which will serve them in life and in the pursuit of their life's work. While such educational purposes will continue to be relevant into the next century, the six key factors (identified earlier in this report) will affect both the purposes and format of student activities and programs in significant ways.

Specifically, eight implications have been identified and are discussed as they relate to changes in the college union of the future. These implications include the need to reconceptualize a model of community on campus, changes in program delivery systems, response to the current reformation in the undergraduate curriculum and the role of student involvement in that transformation, new directions in leadership programs, greater attention to developing interpersonal relationships, an increased emphasis on volunteerism and service, the impact of increased technology on student life, and increased program accountability.

1. A Reconceptualized Model of Community

The increase in cultural and ethnic diversity on college campuses over the past two decades has been evident as documented earlier in this report. This diversification of the campus population has been addressed; however, further amplification is in order. Campuses have developed nondiscriminatory policies, offered mainstreaming services, and provided culturally diverse programs in an attempt to meet the various needs of a changing student population. But this effort has not resulted in significant change in personal interactions. What is needed is a reconceptualized model of community which both builds on the commonality of individuals across cultures while simultaneously focusing on the benefits found in diversity.

By year 2000, whites not of Hispanic origin will no longer be the majority group in the United States as they have been since the postcolonial days of U.S. history. This will necessitate a major paradigm shift. The concepts of majority group versus minority group and the role that power and cultural influence play in the lives of individuals will need to be reconsidered.

Incidents of racial and ethnic intolerance on college campuses around the country in the last few years further support the need for programming that specifically addresses the issue of acceptance of and cooperation with people of diverse backgrounds. The college union, from its beginnings, has had such cooperation as one of its goals. "It is intended to be the means of bringing all the men [sic] in the University together in order that they may cooperate in every way that is to their special advantage . . ." (Dollard and Butts, 1971). When that was written in 1924, it may not have been thought that colleges and universities would be as culturally pluralistic as they are becoming, but that language still stands to guide and challenge unions today.

The ways in which we foster cultural understanding must include programming to educate students, faculty, and staff about cultural differences; programs that bring members of different backgrounds together to share their similarities and differences; and workshops and group activities that enhance interpersonal and intergroup relations. Such programs and activities must be a part of all college union and student activity programming, not just cultural and ethnic awareness weeks and months.

There are numerous examples of ways in which program offerings should be altered to reflect a greater sensitivity to multicultural concerns:

- Leadership and student organization workshops must include activities that address issues of prejudice and intolerance and the educational role that involvement with people of other cultures plays in the college experience.
- Cultural programming should highlight the diverse cultures that make up the college and the world, including performing and visual arts from a variety of backgrounds.
- Publicity and promotion of cultural programs should emphasize the value of enjoying and learning from diverse cultural backgrounds.

- Film programming should go beyond mainstream culture and stereotyped minority culture.
- Minority-made films should not be banished to awareness weeks.
- Popular music programming should highlight the diverse cultures of the world. This could be easier now than ever before with the growing interest shown by mainstream musicians in diverse musical styles such as Afro- and Latino-pop.
- Social programs should be provided for all members of the campus community regardless of affectional preference.
- In lecture programming, minority group members must not be stereotyped to talk only about minority issues.

Students from different racial and ethnic backgrounds are not the only groups that are different from the students who have traditionally attended college. For some time, colleges have been serving students who have not fit into the traditional age range that once defined the college population. More and more students have families of their own or provide significant support for parents or siblings in households which require multiple incomes to survive in the current economic situation. College students are likely to be mature adults returning for retraining after first careers have become redundant, or after children have grown (or started school). These students are going to make different kinds of demands on college unions and student activity programs.

- Whether or not day care is available, more and more students, faculty, and staff will bring children along with them to activities on campus. College unions must make programs and activities available to meet the needs of these parents and their children.
- If day care is not already being provided, the union might offer it in cooperation with other college offices. Parents' night out child-care programs could be provided for specific events.
- Evening and weekend programs directed to the whole family will be important to parents who want to share their college experience with spouses and children.
- Lectures and mini-courses dealing with parenting concerns will be of interest to this group of students, faculty, and staff.

There is a need for greater exploration of how to impact individual development in a multicultural student population. Concern has been expressed that most theory based research has been conducted using white males as subjects. More studies need to be conducted using members of underrepresented groups as subjects. Such studies could provide a broader base of knowledge for understanding the impact of the campus environment on individuals.

All of these changes in the nature of college and university students require more information about students. It is imperative that better research be done on union and student activity constituencies, programs, and services to assure that program efforts are appropriately focused. College union and student activity professionals must work closely with institutional research colleagues who are already aware of the demographics of current and future classes. Academic departments ranging from marketing to sociology might be interested in working with college unions in research, studying student interests and attitudes about programs, activities, and services. National research, such as the Cooperative Institutional Research Project on entering first-year students, provides a wealth of information about the union's principal constituent.

Just as students are changing, faculty at colleges and universities are changing. They will spend less time on campus and involved in out-of-class life as more demands are placed on them for high-quality research and publication and as they take on outside consulting jobs that produce monetary, rather than psychic rewards. The growth of "new knowledge" requires that good faculty spend more and more time keeping up with current developments in their discipline so that they will remain qualified to teach and do research. Similarly, demands will be placed on them to "publish or perish," and most colleges are going to reward faculty publication more highly than spending time in the college union talking to students, or even participating in union-sponsored panel discussions or forums on current issues. An outside consulting job is more likely to draw the faculty member's attention than an invitation to discuss a current issue in a residence hall lounge. College unions must identify ways to assure continued faculty involvement on the campus and play a significant role in maintaining the college or university as a learning community.

- Special student, faculty, and staff family-oriented activities, such as programs on Saturday mornings in the craft center, might succeed in bringing faculty back to campus.
- Programs for faculty children timed to coincide with school but not college holidays will meet needs of working faculty, students, and staff. Many faculty are lamenting the loss of community within the college, just as are college union professionals. Special programs to bring faculty and staff together on a variety of topics will draw those who desire the college community.

Differences in approaches to learning must be examined also, and intellectual development should be viewed separately from chronological age progression. The differences in age progression and the maturation process were at the heart of the discussions on the imposed residence hall restrictions at Boston University in 1988, where students claimed the campus was returning to in loco parentis.

College unions can play a significant role in addressing human concerns of connectedness. Robert Bellah and his colleagues point out in Habits of the Heart (1985) that higher education, just as the rest of society, is becoming increasingly fragmented.

> In higher education, students were traditionally supposed to acquire some of the general sense of the world and their place in it. In the contemporary multiversity (and the contemporary liberal arts and community college, as well) it is easier to think of education as a cafeteria in which one acquires discrete bodies of information or skills. Feeble efforts to reverse these trends periodically convulse the universities, but the latest such convulsion, the effort to establish a 'core curriculum,' often turns into a battle between disciplines in which the idea of substantive core is lost.

The college union can play a significant role in reconceptualizing community. The "living room of the campus" should be the place in which all members of the campus "family" can learn and live together. It should be an environment that not only tolerates and accommodates diversity but also celebrates it. The union should be the multicultural center for the campus. The role and placement on campus of women's centers, international student centers, and other minority centers should be examined in light of this role for unions. There is, perhaps, a coordinating role for the union where special interest programs are not completely segregated from the union but rather integrated into the program fabric of this campus community center.

The college union has been one of those places on campus where the whole community is brought together and students, faculty, and staff share common experiences. Some projections of the future indicate that such connectedness will be more difficult to achieve. That difficulty is exactly the reason why college unions must be recommitted to those traditional goals of developing the common ground of the college, places where students, faculty, and staff can interact with each other.

Campus codes for civility and conduct must address individual responsibility for cross-cultural understanding. Unions must articulate specific human relations goals for their programs and services and be held accountable for them. The college union, with its unique combination of facilities, programs, and services, can be the campus laboratory for developing new ways for a diverse student population to learn and live together. Campus goals for creating a multicultural environment can be addressed through ways as simple as creating a common lounge space to be shared by diverse populations or through the offering of a series of intensive cross- cultural communication workshops.

Unions must also examine the subtle messages they project to community members about women and minorities. Attention should be given to how these groups are presented in advertisements and other visual displays. The retail shops in unions should carry a variety of items which might only be purchased by subsets of the campus population. This merchandising decision should be made regardless of the revenue-generating potential if unions are to insure that all students feel that their presence on campus is acknowledged and valued.

Unions must consider how to attract and maintain student involvement and how to insure that student participation is representative of the broad spectrum of students on campus. Is there a need for a form of affirmative action in recruitment and/or selection of student volunteers and leaders? If so, how should the complex issues being faced in employment affirmative action programs be addressed in an affirmative action program for volunteers? Should a volunteer who meets the basic qualification requirements be selected to meet an affirmative action goal even if that person is not the most qualified for a position? When does meritocracy outweigh guaranteeing representation of the broad spectrum of students? For what groups should affirmative action be practiced: race, religion, affectional preference, political views? College unions must grapple with these difficult questions as they attempt to set the principles which will guide student behavior.

The college union has a unique opportunity to assist all students in being full members of the campus community. By rethinking the concept of community and finding new ways for individuals to interact with and understand one another, unions can lead the campus in addressing the challenges of a more diverse student population.

2. Changes in Programming

College unions are involved in programming for students from the first contact during recruitment days through the alumni years. While some of the traditional program models will continue to be appropriate in the future, there is a need to look to new programming models and restructured program delivery systems.

College activities advisors may need to develop alternative opportunities for involvement. Such opportunities should permit students to get involved beyond the spectator level yet do so in a short, one-shot time frame. Student lifestyles might be less conducive to serving on committees with extended time commitments, yet students could still be given the opportunity to develop programming skills. Programming boards' traditional reliance on having leaders emerge from within the organization should be reviewed. While caution must be exercised to avoid overstreamlining program offerings to the extent that there is little or no developmental opportunity, the competing demands for students' time and energy will require exploring such new approaches.

Other students may actually find more time for involvement, finding opportunities for part-time employment in programming as paraprofessionals. This method of program delivery not only can provide an increased sensitivity to student interests and preferences but also realize some cost savings in a time of shrinking budgets. Such opportunities for involvement can also be effective recruitment tools for attracting new professionals into the field of student affairs.

Another way to bridge the gap in students' efforts to work, study, and be involved is found in the classroom. Student affairs professionals are adopting more and more of the traditional academic approaches to teaching as a complement to the experiential models used in the activities arena. More classes for credit are being offered in place of structured co-curricular activities for processing out-of-class learning experiences. Examples include leadership classes, Resident Assistant classes, and orientation classes. This trend demonstrates an awareness that all students do not learn the same way—in or out of the classroom.

Arts programming is undergoing changes now and will continue to do so in the future. There is a growing competition in arts programming. Where once the college union was the principal presenter of arts programs on a college campus, and even within the local community, the academic department, or more likely the local arts promoter or support organization, has taken on that role. Arts events that are still being presented may not have the educational component viewed as essential by college unions in the past. The union has traditionally seen its role to introduce students to the arts, reaching out and pulling in the first-year student who wouldn't have otherwise dreamed of buying a ticket to an arts event. (A more complete review of arts programming is presented later in this report.)

College unions have a difficult time programming top pop entertainment due to the increasing costs associated with such events and the competing role of for-profit promoters involved in the industry. The diversification of student tastes in music, however, offers unions an opportunity to diversify their entertainment programming to a variety of audiences.

Other issues affecting the general public will also impact programming in the union. An example of this might be the growing presence of AIDS and other sexually transmitted diseases. Even though college students continue to have an amazingly invincible attitude that this can't happen to them, they are among the most sexually active, and therefore the most vulnerable groups in the population. College unions must play a significant role, along with health services, in educating students about this and other important health concerns including drug abuse, family planning, and eating disorders.

Another change in the programming area is the revision of alcoholic beverage laws. The increase in the drinking age across the country has had an impact on parties and dances on campus. In some places, it seems to have made little difference; in others, it has almost eliminated organized social programming and forced it "underground" into private off-campus apartments or Greek houses. Related is the question of how to teach college students about responsible use of alcohol when, legally, staff are not supposed to know that students are consuming it. The college years represent a key period in many students' lives when they will develop appropriate lifestyle patterns. The union must find ways to intervene on this issue.

Not only have college union constituencies changed, but the environment in which activities and programs are presented has been transformed considerably and will continue to develop with changes in student and nonstudent populations. Traditionally, programming has occurred at some special time on campuses: evenings on a residential campus, afternoons or noons at a commuter or two-year college. With the diversity of current populations, programming might occur around the clock, depending on the audience to which a program is directed. The change of the very concept of time on the college campus is sure to place some stress and strain on the union and student activity professional. Union staff will be called on to be available for more hours in the already extended day with programs in the morning for the commuting parent who must pick up a child at day care after classes, at 5:30 p.m. for the adult student stopping in between work and evening classes, and late in the evening for the traditional student who finishes studying at 9:00 p.m. and wants to meet some friends for a pizza. Sometimes, students from all of these different groups will want to get together for a study session. Not only will this schedule strain the activities advisor, but with activities going on 18 to 20 hours a day, it will put stresses on building maintenance and operations. College unions must develop the flexibility to deal with these new campus schedules. Changes in traditional work schedules may be required to meet the changing needs as unions become around-the-clock operations. As the campus schedule changes, its environment may change too, if different types of students occupy the campus at different times of the day.

Similarly, changes in the idea of the campus will change what has traditionally been thought of as programming and activities locations. More and more students will have the ability to attend college without ever visiting the campus. Already, courses are offered on television and radio, and the growth of cable television and narrowcasting will increase that trend. College unions may take some of their programming to the airwaves and develop cable channels, or to meet the interests of students who visit the campus on weekends for intensive periods of academic activity, provide traditional activities, such as coffee houses and films as recreational options. These changing patterns of campus presence mean changing patterns for involvement by students and scheduling of activities. Unions must plan for the student's absence as much as for her/his presence. Even if people are on campus, changing patterns of campus movement will affect the role of the union as the hearthstone. If a college grows in another geographical direction, how will the college union develop its activities to remain at the center of things? Will it call for satellite unions or activities taken to where people are congregated, or some combination of both?

3. Undergraduate Curriculum and the Role of Student Involvement

Undergraduate education is undergoing reform across the country. There is a shift toward greater cohesion with a strong liberal arts base. Unions must be a part of this reformation and be in the forefront in addressing the implications of this shift. More research is needed on the learning process and its relationship to out-of-class experiences. The quality of teaching and learning can be impacted as faculty become aware of the activities offered in unions that support their instructional goals. Union staff must work with faculty to make linkages between the classroom and other learning opportunities.

College unions traditionally have been places where students (and other members of the campus community) have had the opportunity to be what they will, testing out behaviors and ideas. In fact, even in their origins as debating societies, they were places for students to discuss major issues, arguing and convincing each other of the rightness or wrongness of ideas. Where once such discussion of great (and not so great) ideas went on formally and informally in classrooms, residence halls, and dining commons, the mobility of student populations and the ever changing definition of community on campus now require that such activities be organized and encouraged by college unions rather than just assuming they will happen. The college union professional must accept and even embrace her/his role as an educator, as involved in the educational outcomes of the student as the faculty member in the classroom:

> Because the nonacademic side of campus life is so important, a college of character will give as much attention to student life—to cultural programs, counseling services, intramural athletics, art, music, and dance—as to any academic dimensions of campus life. And the staff professionals who work in student personnel services will have the respect of faculty members and will be considered full members of the enterprise because they contribute so significantly to the education purposes of the institution. They, in turn, must demonstrate in their lives that they are not only therapists and pastors, activities coordinators and "hail fellows well met," but education leaders who appreciate the kind of teaching and learning that occurs in a college with a clear sense of purpose. (Warren Bryan Martin, College of Character, 1982)

In a series of interviews with college union professionals at the ACU-I 75th anniversary conference in Columbus, several experienced professionals talked about the educational role that is becoming more and more the responsibility of the college union. They reflected on the attitudes of new professionals in the field and questioned whether there was enough of a commitment to the profession, while at the same time struggling for a definition of what the profession is. At the ACU-I Reunion Conference of 1982, Shirley Bird Perry said:

> You are engaged in a great enterprise: the education and development of people. You are concerned with the multi-faceted and complex development of people: their intellectual, cultural, social, physical, and emotional development . . . You

> have a special role in the intellectual environment of the campus. You are aware that people learn in classrooms, and laboratories, and libraries and in a number of other settings. You also know they learn in college unions where they listen, interact, and observe . . . You are important in the individual's quest for identity, for a sense of self that encompasses autonomy and independence, in concert with the development of interpersonal competencies and meaningful relationships. (Shirley Bird Perry, "In Search of Joe Cool." Proceedings of the ACU-I Conference, 1982.)

Where does the motivation for involvement originate? Union and student activity professionals need to create networks which encourage students to be involved and to participate in governing and programming boards. Skills and abilities that are developed through being involved need to be identified for students as an enticement for their involvement. More and more demands on the time of students put college unions and activity programs into competition for student time. College union and student activity professionals must develop alliances with colleagues on the faculty and convince them of the value of involvement so that they will direct students to the union. Union and student activity staff can also take the things that they know best--student development and learning styles--and communicate these concepts to faculty colleagues. College union professionals must be involved with new student orientation programs, making the case to encourage involvement as students are beginning their college careers.

If student affairs staff can understand why students become involved in activities and college unions, they will come closer to understanding the how and why of programming. College union and other campus involvement has always been seen as a way to develop skills that will be valuable in the real world, meet people with whom lifelong relationships develop, and develop some personal prestige as a "big person on campus." While these are still motivating factors for student involvement, and they may play a greater impact than they once did, the altruistic involvement may be less significant. Students are reporting that an important reason for being involved is to develop skills that will benefit them as they move into careers. Unions must be aware of how to package student involvement in a way that students can use as they move on to work or graduate school. The co-curricular transcript developed at some colleges may be a model to be emulated. Whether the connection is a direct one of a pop concerts chair moving into the music business or an indirect one of a committee chair discovering that she/he really likes the process of leadership and becoming a corporate trainer, the value of the involvement remains the same.

The certainty of change will face students as they leave the campus to pursue their careers. Graduates of the future will have as many as three careers in their lifetimes. They will need to develop at an early stage effective adaptation skills and strategies to cope with these changes. Union programs need to assist students in understanding the inevitability of change in their lives and how to develop appropriate responses.

4. New Directions in Leadership Programs

The changing demands of society will require new directions in leadership programs. If college unions are to play a part in developing future leaders, several changes are needed. Leadership programs must provide a broader understanding of the context within which leadership is exercised and develop specific skills required by the challenges of the future. Not only are changes needed in the content and focus of leadership programs, but also a commitment must be made to include all groups of students in these programs.

The increased diversity of the campus population will require intentional programming for leaders aimed at cross-cultural understanding. Leaders of the future will be faced with the need to better understand how to work with persons having a wider range of skills and cultural backgrounds. With the growing levels of illiteracy in this country, leaders will need to be more comfortable and skilled at working with persons who are perhaps not as well educated as today's work force. They will need to find ways to focus increased corporate attention on social problems such as illiteracy, child abuse, urban crime, and other challenges to the quality of life of the work force.

Students will need a more global perspective to survive the future in their careers and personal lives. Society is becoming ever more mobile and transnational. Unions must transcend national boundaries in program and service offerings in more meaningful ways to address this critical issue. Leaders of the future must look beyond the Western European influences on our society and begin to incorporate the perspectives of the Pacific rim nations and South and Central America.

Leadership programs must teach students how to make ethical decisions, how to manage from the bottom up as well as top down, how to use consensus building skills in defining corporate goals, and how to rally for change to be effective in their work. Other skills needed include tolerance for differences, interpersonal relationship skills, group dynamics, and values education.

5. Developing Interpersonal Relationships

There is a need for significant, intentional programming about relationships and interactions among people. With the growing number of dysfunctional families, students are likely to come to college with greater needs for programs that deal with how healthy relationships occur. Unions should build such programming into their agendas.

The need to teach interpersonal relationship skills has been created by many factors. Students are increasingly coming from families as the single child, or as the child of two working parents in more traditional families, or as the child of one working parent in a single-parent family. Research also suggests that a number of factors have eroded trust among individuals in society. Students may have been latchkey children experiencing a level of discomfort in their own homes. These students are a part of a generation that has seen pictures of missing children on milk cartons at breakfast tables and been warned of tainted Halloween candy. They live in a society that has embraced violence in a variety of ways including tolerance for subway vigilantes, increased occurrences of acquaintance rape, and various forms of racial violence. Even in the area of intimacy there is a growing fear fostered by the presence of AIDS and other sexually transmitted diseases.

The union is the primary locus of social interaction on campus. Union staff must find new ways to assist students in becoming more comfortable and skilled at developing meaningful interpersonal relationships. The social programming that occurs on campus is often entertainment oriented. As such, the opportunity for social interaction in these programs is perhaps only realized by chance. Such programs lack intentionality to provide students the opportunity to meet, to become better acquainted, or to engage in more intimate conversation with other students.

6. Increased Emphasis on Volunteerism and Service

Unions need to respond to the call for greater involvement in the larger community by offering increased volunteerism and service opportunities. These opportunities provide the chance for students to learn more about themselves and how to work cooperatively in the achievement of common purposes. Programs such as Campus Compact and Campus Outreach Opportunity League (COOL) provide opportunities for students to develop a broader world view and to become involved in the solutions to the problems of the larger society.

Linkages must be made between traditional activities on campus and the service needs of the community. The campus program board can sponsor campus-wide service days where students, faculty, and staff all pitch in and work together in serving the community. The philanthropic projects of fraternities and sororities can be highlighted and encouraged through union-sponsored recognition programs.

If unions are to be the focal point of community development activities, then mobilizing volunteer efforts falls to union and student activity professionals. Fostering community service activities will provide opportunities not only for individual development but also for the community to define and act upon its core values.

7. **Impact of Increased Technology**

Technological changes will significantly impact college union and student activity programming. With the advent of video cassettes and cable television, many college unions have already seen a significant decline in attendance at campus movies. How is the experience of seeing a movie as a communal activity preserved when people can see what they want, when they want to, in the leisure of their own homes? The blockbuster will continue to draw crowds in movie theaters on and off campus, but the foreign or classic film with a limited audience may only be available on video. Many college union film programs have traditionally offered screenings of such films, introducing the classic film to new audiences. Similarly, satellite simulcasts of live rock concerts that colleges could never afford to bring to campus live are available, but is it the same? How many music listening rooms are left now that almost everyone carries her/his own music listening room in a Walkman™? Without that music listening room, the opportunity to introduce students to kinds of music that they might not have happened on before is lost. The global electronic village may afford opportunities for people to experience things they could not have before, but how significant is the loss of the experience of sitting in a room with others and sharing that live experience? Some professional colleagues lamented the arrival of pinball machines and then video games, because they destroyed the shared experience that students had playing billiards or bridge with each other. (Of course, unions make far more money with far less capital and labor invested from the student playing pinball or video games than from the student playing billiards, or bowling, and those bridge players used to fill up the tables in the dining room so that no one could get in to eat.)

Without being Luddites, college union staff must identify ways to accommodate changing technology while preserving some of the communal experience of film showings, concert attendance, and playing interpersonal games. College unions have traditionally been built around the sense that college is more than just the individual experience of study. College unions have developed as a means of socialization and interaction; technological advances may threaten that very goal.

The use of electronic media for communication will dramatically change the ways in which students talk with one another and with student affairs staff. This change brings a concern for finding ways to intervene effectively in students' lives. On one hand, electronic interventions need to be developed which make use of the new communication patterns that will be used by students. Increasingly, students are coming to campus well practiced in the use of word and data processing, electronic mail networks, and other on-line communication tools. In communicating with students, union staff must understand these tools and make optimal use of them for appropriate interventions in students' lives. Instead of flyers for bulletin boards, message bites will be created and transmitted on electronic mail lines. Organizational advising services will be supported by on-line computer resources. Informational services will be brought to students at the touch of a finger.

On the other hand, because of this increased involvement with technology, more intentional face-to-face interventions will be needed. The high tech forms of communication will not replace the need for more intimate and personal forms of interaction between and among students. The almost addictive draw of computer use could inappropriately dominate the time and attention of students if more personal diversions are not provided or if students lack the interpersonal tools to engage colleagues in social intercourse.

8. **Increase in Program Accountability**

The outcomes of activities must be measured and reported in this age of accountability. The standards movement has only scratched the surface in this area. Research is needed to better understand how well unions are fulfilling their missions.

As states reduce financial support for activities programs through cuts in budget allocations, the burden on self-support operations to generate revenue is increased. This places an inevitable pressure on the learning environment that is created through activities. Unions must not lose sight of their educational mission when financial pressures increase.

As noted elsewhere in this document, changes in the legal climate are having a significant impact on college unions. These changes are being felt in areas of activities and programs, as well as in business ventures. The litigious climate will require that unions exercise prudent risk management in programming. Outdoor and travel programs are prime examples of activities that carry significant risk factors. While some might suggest that such programs be eliminated, unions must continue to make the case for management of a good program to minimize institutional risk. Certainly, the risk could be eliminated, but so would the program. Some union programs will face scrutiny from competing businesses with regard to unfair competition. Exactly how important are travel programs or pop concerts to the educational functioning of a college? College unions must make some decisions about which of their competitive activities are worth fighting for, and develop the case for the educational value of those programs. (Or college unions might decide to continue such programs and pay appropriate taxes on the income generated.) The important point for college unions is that programs and activities that are worthwhile should not be discontinued because of fear of liability or litigation; instead, the liability should be managed.

Unions must also develop effective techniques for assessing developmental outcomes experienced by students. This may require the creation of program impact surveys, personal assessment instruments, and other program evaluation tools.

Summary

A number of observations can be made from this review of the impact of the future trends on union programs and activities:

- The communities served by unions in the future will be more heterogeneous in terms of ethnicity, age, educational background, and other characteristics. To be an effective community center, unions will have to develop new models of community that not merely tolerate and accommodate diversity but rather incorporate and embrace the richness that greater diversity will bring.

- Student involvement in the process of program delivery will be altered in the future to accommodate the pressing demands of students' attempts to balance work, study, and the desire to be involved. Programming content areas will also reflect societal changes in the future.
- As the undergraduate curriculum undergoes reformation in higher education, unions and activity programs must more clearly define and articulate their role in the educational process for undergraduate students.
- Leadership programs of the future will need to include greater attention to cross-cultural understanding and global perspectives, ethical decision making, and effective techniques of managing change in organizations.
- In a society where interpersonal relationships are challenged by an erosion of trust among individuals, unions must become more intentional in teaching healthy relationship skills.
- As students become increasingly involved off campus in volunteer and community service opportunities, the college union will need to find ways to support these efforts and coordinate the service delivery in the context of other program offerings within the union facility.
- Technological advances will bring the need for union staff to be both more high tech and high touch in their interactions

with students. New electronic interventions will be needed for communicating with students who will have increasing savvy in the area of computers. At the same time, attention must still be given to assisting students in finding appropriate diversions from the technological tools which are increasingly dominating their lives.

- All of the changes in activities and programs in the future must be managed with a clear sensitivity to the increasing demands for accountability facing college unions. Accountability will be both in the area of resource management and in evaluation of outcomes.

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THE COLLEGE UNION FACILITY OF THE FUTURE

Overview

The first building in the United States erected purposely to house union activities was Houston Hall at the University of Pennsylvania. Built in 1896, it contained lounges, dining rooms, reading and writing rooms, an auditorium, game rooms, and student offices (Butts, 1971). Virtually every college or university in the United States has a facility or space that:

- Provides for the out-of-classroom needs of the campus community
- Brings all members of the campus community together
- Complements the educational process

A college union is more than just a building; it is an organization of programs and services. "It is by its very nature a center of artistic, as well as social, experience" (Butts, 1971, p. 44).

Traditionally, all union activities, whether at two- or four-year colleges, occupy allocated space or are housed in a building that facilitates the informal educational program and serves as an important factor in the student's personal development and complete education (Noffke, 1987). The union space/facility provides the centerpiece around which all other activities revolve and is often called upon to serve multiple uses (i.e., dining area becomes concert hall or dance floor; meeting rooms become classrooms for continuing education). Space allocations must be commensurate with the union's stated purposes and mission, must reflect the diversity of the institution, and must provide for the unique needs of the students ("Building Communities--A Vision for a New Century," 1988; Miller and Galey, 1988). "As the scene of daily living for thousands of students, the building's architectural form, its decorations and furnishings, and its pictures have subtle and continuing influence on the standards of taste of its young users. It is in this respect . . . an art center.

"Our task . . . is to see that the architecture is honest, fitting to the purpose, creative, rather than imitative, and hopefully inspirational . . ." (Butts, 1971, p. 44). Though almost 40 years old, those words, written by Porter Butts, hold true today. In an address to the Association of College Unions-International (ACU-I), Martha Peterson (1981) added that a good college union is one of the best safety valves a campus can have. ...A place where students can find the help they need, either personally or through programs . . .

In their 1986 survey of unions, Miller and Galey revealed that, in terms of the areas they include and services they provide, unions have not changed much since 1896. Noffke (1987) indicates that they still house the following:

- Food facilities--cafeterias, snack bars, coffee shops, fast food areas, restaurants, private dining rooms, food and beverage vending machines, banquet rooms, pubs

- Leisure time facilities--amusement machine areas (pinball, foosball, video games), billiard and table tennis tables, bowling lanes, card and table games, craft centers, exercise rooms, boat houses, ice rinks, outing centers, darkrooms, rifle ranges, swimming pools
- Revenue generating areas--banks, textbook stores, gift shops, specialty bookstores, mailrooms, public parking areas, duplicating areas, guest rooms, ticket sales offices, travel agencies
- Social/cultural facilities--art exhibit galleries, auditoriums, theaters, ballrooms, browsing libraries, music listening rooms
- General lounges--commuter facilities, lockers, chapels, day-care rooms
- Service facilities--typing/computer rooms, campus and pay telephones, meeting and conference rooms, coat check rooms, solicitation booths/counters, postal services, copy machines
- Office areas--minority group and international centers, alumni offices, student activities, campus organization and program offices, yearbook, radio and campus newspaper offices

The results of the Miller and Galey survey do illustrate, however, that there is far greater diversity in facilities when a campus-to-campus comparison is done.

Most buildings that house union activities were built shortly after World War II, with the majority on four-year campuses being built between 1950-60 and the majority on two-year campuses being built between 1960-70 ("Building Communities--A Vision for a New Century," 1988). Eighty-eight percent of the 426 respondents in the 1986 survey (Miller and Galey, 1988) were operating in their original buildings. This would indicate that many unions, though structurally sound, are probably in need of major updating or renewal to meet developing needs. A study by the Association of College/University Physical Plant Administrators (NACUBO, 1988) supports this conclusion. According to the report, the nation's 3300 colleges and universities were facing a $20 billion dollar backlog in urgent facility repairs, and between $60 and $70 billion dollars would be needed for capital renewal and replacement projects. Of the total, $5 billion dollars was directed at "auxiliary" buildings, which include unions on many campuses.

The Association of College Unions-International Commission on Educational Programs and Services (1988) reported that 45 institutions had building projects underway, and 22 had just completed building projects. The resurgence in building and renovation is likely to continue (Cunard and Eslinger, 1989).

Building Systems and Designs

In order to project what the union of the future will look like and contain, it is first necessary to look at changes architects anticipate in building systems and design. Most present day unions were built after the following inventions came into common use:

- Steel structural systems independent of a building's walls
- Electric power generators, distribution methods, and electric light
- Central heating
- Water distribution and sewer systems
- The telephone
- The internal combustion engine
- Subways and urban mass transit

However, recent revolutionary advances will direct a new generation of building techniques (Eberhard, 1989). Indeed, the next decade is expected to release 10 times more innovations than the last, and major advances will occur every 24 hours instead of every 25 years ("Visions of," 1989). Therefore, future remodeling and construction projects must be approached with an eye to the future, taking into consideration factors that are expected to impact unions from now to the year 2000. The year 2000 is important, according to Naisbitt, (1989, p. 4), because "it is expected to have a gravitational pull on the 1990s that will exaggerate everything we are doing."

Technological advances may soon change architectural design as we know it today. The next generation of buildings will need no structural grid to dictate bay sizes or confine expansion of work spaces. Long span structural systems will eliminate the need for some pillar-type support systems, providing open, unencumbered interior space. Sophisticated mechanical and electrical systems will make it possible to subdivide the space--or simply leave it open and create "great spaces" with contrasting environments. Visible mechanical systems may become an accepted part of building environments. Lighting and communication devices will contribute to this high-tech look. Architectural components will often look like products of technology (Brubaker, 1988; Eberhard, 1988). It will be possible for each unit to be self-contained, with decentralized power units and individual controls. Communications will flow through photonic paths that will be able to store, delay, amplify, broadcast, or add intelligence to the message being transmitted. Restrooms will not require massive networks of wires or pipes connected to central boilers. Toilets will, in all probability, be independent of utilities, and waterless toilets may become a reality. Walls will be capable of storing and transmitting light and thermal energy at variable volumes and under automatic control. Such membranes will be able to absorb fresh air or, perhaps, filtered rain water and transmit weather information while at the same time providing a protective skin for occupants (Eberhard, 1989). Future building designs are expected to provide the necessary flexibility and expandability needed to respond to daily changes in customer needs, attitudes, lifestyles, and building use patterns. Buildings will need to flow together in a common pattern and provide for handicapped accessibility while being attentive to low maintenance and high energy efficiency (Kratzer, Todd, Brattain, Cherrey, 1984).

For many professions, the office as we know it today is going to change, especially in densely populated urban areas. It is expected that many people will work at home, traveling when necessary to local "switching centers" that serve as concentrators for both interpersonal and individual knowledge work, and as a resource for shared technology (Sutherland, 1989). In professions where offices do exist, space, amenities, and behavioral issues related to computerized communication systems, health, and safety will continue to grow.

Christopher (1989), Brubaker (1989) and a group of union professionals (Kratzer, et al., 1984) have generated lists that, when combined, detail items that must be addressed in the future design of educational facilities and college unions in specific. The combined list includes:

- A correlation between design and the environment
- The need to adapt to future innovations
- The need to network with other schools, libraries, information systems, and communication centers

- The needs (educational, recreational, social, cultural) and character (climate, demography, culture) of the community being served
- The needs of the individuals who teach in, clean, and administer the facilities
- The design of work spaces and lounges
- The need for extended use facilities (child care, adult education)
- Differences in teaching and learning styles
- The need to accommodate more extensive art, literature, and performing arts programs
- Heritage and traditions
- The economy of the area
- The type/style of architecture
- Energy consumption
- Flexibility
- Limitations of available space for building/expanding
- Aesthetic quality
- Available funds
- Long-range planning
- Functionalism
- Location (traffic patterns and parking)
- Accessibility for the handicapped
- Safety

- Attitude of college toward local competition
- Existing facilities on campus and in the community

Factors Influencing Future Unions

A Think Tank at the 1983 ACU-I Conference (Carmichael, Higbee, Johnson, McDowell, Nelson, 1984) reported that the critical issue facing higher education and the world was fostering a humane environment for the development of the total person. If true, decisions about union facilities of the future should be based upon a combination of internal and external concerns, unique to each individual campus, that will foster such an environment. Internal concerns include: the changing needs, values, and attitudes of the population and the institution they serve; the demographics of the population; and the availability of resources. External concerns include: technological advances and the political environment of the community in which the institution resides.

Challenges to the Social Values of Community, Family, and Institutional Allegiance

In an address to ACU-I, Warrick (1986, p. 105) explained that new value systems will lead to new emphasis on "experience over things," "quality over quantity," "diversity over uniformity," "individualism over conformity," "persons over institutions" and "participation over authority." All consumers, including students, are expected to become more sophisticated and pragmatic (want their dollars' worth) while demanding greater variety, items that cater to individuality, and better quality products and services. The responsibility of the service provider, including college unions, to the service user will increase as the trends toward service and information-based professions grow (Olson and Kurrent, 1988).

Other ramifications exist for higher education, which specifically impact unions, including: first, the needs of students will change, potentially increasing the role and importance of unions. To succeed, students will have to learn the economic, social, and political realities that govern the delivery of professional services. Second, they will need to be taught to respond more directly to the exigencies of real life, integrating human and technological requirements. Third, the splintered lifestyles of future students will result in a trend toward lifelong education that will require practical training programs and a host of new and special services (Olson and Kurrent, 1988). Students are not expected to continue to be interested in professions that require lengthy training and apprenticeships, end in low paying jobs, and will probably not be their lifelong profession. This could severely impact many degree programs at all institutions, but particularly private institutions where the cost of an education is more expensive. A real opportunity exists for college unions to bridge the gap, fulfill the educational role, and meet the needs of students in these areas.

More Diverse Populations

As with changing values, the changing demographics described previously are expected to create many new challenges for higher education and, consequently, unions. Competition for union space, program dollars, and staff time will increase as diverse groups of students struggle to cope with their new environment and to assimilate their culture into the new community.

Declining Resources

The availability, or lack of, financial, human, and natural resources will soon begin to impact decisions about the future design and renovation of buildings, including unions. Monetary resources will be reduced from both local and federal sources as the government struggles with the mounting deficit. When awarded, federal funding of building/renovation projects will be greatly limited, although there is the expectation that dollars or tax incentives may be available for rehabilitation projects, particularly for historic landmarks and properties. The government's need to reduce the deficit is also expected to result in higher taxes and further cuts to middle-class entitlements which will limit discretionary spending and the success of institutional fund-raising efforts (Olson and Kurrent, 1988).

Raw materials such as natural wood, as well as oil and gas, will be in shorter supply resulting in greater use of synthetic liquid fuels, nuclear power and man-made building materials. New buildings will have to be designed, and old buildings redesigned, to be more energy efficient (Olson and Kurrent, 1988).

Increased Technology

". . . by the year 2000, we will be living in a world where all information is available in all places, at all times . . ." "The laser video disc and the microcomputer will be the most powerful educational tools in history" (Strange, 1984, p. 13 & 15). "Technology will offer new ways of viewing things just as there will be new things to view" (Glenn, 1989, p. 3). Comments like these have major implications for life, for higher education, and for unions as technology reaches a point where it is possible to start with a need or specification and then develop a material to meet it (Forester, 1988).

Some, but certainly not all, of the advances will be evidenced by:

- More office automation tools as computers and computer machinery pervade the work place
- Easier access to information, as well as more information to access
- More flexibility in communications
- Microcomputers will be more powerful, to the point that the mainframe will be obsolete.
- A compact disc will be able to hold the equivalent of 6000 books.
- Phone systems will more readily carry text, data, graphics, full motion video, and of course, voice.

- Fiber optics will be the transmission medium.
- Artificial intelligence and speech recognition systems will continue to be improved.
- Desktop publishing, electronic mail, teleconferencing, internal and external databases, and high resolution TVs will be commonplace (Olson and Kurrent, 1988; "United Way," 1987).

The function of the TV, VCR, fax machine, telephone, and personal computer will be consolidated into one device. Portable phones will shrink to tie-clip size, and distinctive rings will identify the caller. Simultaneous voice-simulated translations will permit callers to converse with people speaking different languages. Even the least skilled jobs will require a command of reading, computing, and thinking skills that were once only necessary for professions ("Visions of," 1989).

College union professionals will be able to communicate more easily and frequently with colleagues and employees. It will be possible for the facility to be heated and cooled, opened and closed, secured and monitored by one central computer programmed to perform these tasks. The daily mechanical and clerical functions college union professionals perform will be made more simple, thereby reducing the amount of time and labor needed to do them

More Volatile Political Climate

Governmental intrusion will continue to grow on a broad range of issues that relate to college unions. As mentioned in a previous section, questions pertaining to Unrelated Business Income Tax (UBIT) and unfair competition will have a profound impact on the work of college unions, particularly if the federal law is amended and substantially related and convenience exceptions are removed ("Association of," 1988; "States Join," 1988).

Issues relating to environmental protection and safety (OSHA) will result in more legislation with respect to both indoor and outdoor areas. Problems in the indoor environment include: radon, asbestos, formaldehyde, pesticides, cigarette smoke, lead in drinking water, radiation from video equipment, bacteria in air-conditioning systems, compounds used in cleaning supplies, electric microwave pollution, photo-chemicals and those used in copy machines. In response to three problem areas for clerical workers, labor organizations have already launched a nationwide campaign for state regulation of:

1. Visual safety--including appropriate lighting
2. Musculoskeletal concerns--for example, height, location of computer equipment, adequate footrest and seating
3. Stress, noise, ventilation, humidity, and temperature

It is believed that these problems are the result of the failure to properly integrate new technology with the environment (Olson and Kurrent, 1988).

Outdoor concerns will continue and include: the greenhouse effect, air and water pollution, solid waste reduction and recycling, ocean dumping, harmful pesticides, toxic waste, nonbiodegradable substances, endangered species. Though the direct impact on unions will be more subtle, these concerns represent, at the very least, topics that need to be addressed by student programming councils as the issue goes beyond compliance to values (Olson and Kurrent, 1988).

Consumer protection issues will gain momentum as courts support actions for truth in advertising and full disclosure of information about products and their nutritional value/lack of (Olson and Kurrent, 1988). As retailers, unions will have to comply with new laws and increase efforts to be sensitive and respond to consumer needs. The college union's role will extend to educating the consumer, as the union is more than a purveyor of products.

In an effort to keep American products and services competitive in the global economy, the United States government is expected to encourage and support investment in "human capital" through national service programs in order to create an adequately trained labor force. This will certainly impact higher education and college unions because of the resultant need for improved education and worker training programs (Olson and Kurrent, 1988).

Related Concerns

As the physical structure and design of buildings change, so will the way in which buildings are managed, the type of materials and equipment used to decorate, clean, and maintain them, and the types of programs and services offered within them.

Management

In the future, all facility managers, including college union directors, will have to address changes brought about by:

- Increasing use of, and reliance on, technology
- Ever increasing cost of materials, labor, benefits
- Increasingly complex telecommunications, computer cabling, power, heating, ventilating, air-conditioning, lighting, safety and security systems
- The trend toward the service industry and information society
- More frequent "change"
- Demand for quality, integrated programs and services in a timely, coordinated, cost-effective manner (Rondeau, 1989)

Naisbitt (1989) believes that in all work places there will be a trend toward the manager as facilitator; his/her role will be to create a nourishing environment for personal growth; to be a teacher, a resource, a mentor, and a developer of human potential. The old hierarchical structure and way of doing things is being eroded and replaced by networking. With networking, it is less important that there be a line of authority because information will be shared among all so quickly (Hurst, 1984).

Materials and Equipment

In the future, products and equipment are expected to be stronger and more durable. New wood products being developed are three times stronger than steel. Fatigue resistance will provide greater fracture toughness. Thermoplastics will enter the arena to a greater extent, providing superstrong, lightweight, transparent or colored, easy-to-fabricate, recyclable products (Olson and Kurrent, 1988). Innovative building materials will make it possible to create environments, such as air support structures or underground buildings, quite unlike those known in the past (Brubaker, 1989).

Carpet tufting will wear better, be more stain resistant, and clean more easily. According to a Stephens Company representative, the trend toward modular carpet will continue as it is less expensive and can be easily replaced (F. Ellis, Personal Communication, February 22, 1989). Floor finishes will likely come in sheets; to be laid and burnished in. A Kent Company spokesperson indicated that equipment for cleaning floors will be robotic, programmable, less noisy, with built-in vent/dust control systems--it may even empty itself (J. Korona, Personal Communication, February 22, 1989). Ecolab (T. Woods, Personal Communication, March 3, 1989) reinforces the predictions reporting that floor equipment will be remote and/or radio controlled. Once programmed, the equipment will require no manual labor as it follows a prescribed route. Robotics will exceed human limitations by substituting machine action for human action (Smith, 1987). Most equipment will have new tablet dispensing systems that will relieve storage problems (J. Korona, Personal Communication, February 22, 1989) as chemicals will be in solid or capsule form reducing exposure to carcinogens, alkalis, and acids. Indeed, many chemicals that are in use today will be banned in the future (F. Ellis, Personal Communication, February 22, 1989).

Programs and Services

A survey conducted by Miller and Galey (1988) revealed numerous trends in union services toward:

- Contracted services
- Restaurants with waiter/waitress service
- Vending rooms
- Alcoholic beverage sales
- Banking
- School supplies
- Gift shops
- Ticket offices
- Travel agencies

The trend seemed to be away from bowling lanes, music listening rooms, darkrooms, pinball and foosball machines, parking areas, barber/beauty shops (toward unisex styling centers). A survey conducted by St. Louis Community College (Canavit, 1989) revealed that commuter students preferred the less formal atmosphere the union provides and most frequently utilize food services, the bookstore, study facilities, and aids for studying. Traditional services, such as organization offices, meeting rooms, recreation facilities, and television lounges are expected to continue to enjoy popularity on community college campuses as new services, such as child care and elder care facilities, increase in importance. Input from attendees at the session, Task Force 2000: The College Union Facility of the Future, at the ACU-I Conference in Columbus (Yates and Canavit, 1989) indicated, however, that the trend toward alcohol sales was short-lived and reversed itself when the drinking age returned to 21. Conferees also indicated an inclination toward providing space that increases revenue generating capabilities and provides better accessibility for the handicapped, health fitness centers, the centralization of important institutional services in the union, and the need to provide nontraditional hours for nontraditional students.

The future is certain to bring changes in the programs provided in union facilities. Students will require computer lounges instead of music listening rooms and study lounges with technical support services. Because of new technology, it will be possible, via satellite up-links and down-links, to bring programs to campus that have been either unavailable or not affordable. There are seemingly endless programming possibilities. Union professionals will only be limited by their imaginations and creativity.

In the area of food service, the trend toward the "cluster concept," taking one food service and giving it the appearance of many, is expected to continue. This approach provides the flexibility needed to provide a wide variety of cuisines for diversified tastes ("Renovation Breeds," 1989). It can also be accomplished at college unions with multiple leased vendors. Human beings are expected to continue to consume three meals a day; only the unhealthy ingredients will be missing. Mayonnaise will be made from soybeans, not eggs; genetically bred potatoes will taste buttery; meat will be 90% fat free and reconstituted to look like sirloin; super carrots will contain five times more vitamin A; vegetables will be pest resistant; microwaves will fit nicely on dashboards; and enzymes that eat cholesterol will be sprinkled on food ("Visions of," 1989).

Summary

The college union has remained "one of the most highly complex and specialized kinds of buildings. There is nothing elsewhere quite like a union . . . Any union, to be valid and of maximum use for a given campus, needs to reflect and strengthen the traditions and life of that particular campus . . . a good union is a tailor-made job . . . a good union cannot be arrived at merely by consulting plans of other unions . . . it represents an architectural problem of the first order, requiring the maximum imagination and care" (Butts, 1971, p. 58).

The need for college unions will continue to exist wherever there are colleges/universities. The need for out-of-classroom teaching/learning opportunities will multiply, as will the need for not only more programs and services, but unique programs and services. College unions will be called upon to bridge the gap between the high-tech/low-touch society (Hurst, 1984) because it is the environment that shapes and creates who we are.

The college union is an important part of the environment of a college/university campus. Consequently, the union will continue to be instrumental and play a major role in helping students develop as well-rounded citizens. The need for college unions and the programs and services they provide is also expected to grow in direct proportion and relationship to the demand for out-of-classroom learning opportunities and unique services that help students bridge the gap between the high-tech/low-touch society.

Automation, robotization, and computerization will not change the work performed within the college union facility; they will, however, change the way in which the work is done.

Technology will permit change to occur as quickly or as slowly as the institution or individual desires.

The trend toward incorporating non-union activities into the college union facility is expected to continue in an attempt to achieve financial savings/subsidies or specific institutional and convenience goals.

The desire of different constituencies to have their own identifiable space within college unions will increase as the ethnic diversity of students increases.

College unions will be challenged to provide for the diverse needs of the new, nontraditional students.

College union professionals will be permitted, and expected, to participate more actively in discussions and decisions about facility renovation and design.

The college union facility will benefit more from direction provided by a generalist who specializes in human development.

Fiscal and political realities will influence and direct decisions about college union facilities in the near future.

The role of the college union will change, or at least be restricted, on campuses where the needs of the institution (i.e., for classroom space, to save dollars) are perceived to be greater than the out-of-classroom needs of students.

There will be an increased emphasis on improving energy efficiency in building design as fossil fuels become less abundant.

To be successful in the future, college union design must be:

- Reflective of the purpose of both a union and the institution it serves
- Respectful of the character/heritage of the region, community, and campus
- Cognizant of anticipated demographic, technological, political, economic, and legal considerations and changes
- Mindful of the value and importance of art to the accomplishment of the union's purposes

Two significant barriers to a college union's ability to accomplish its purpose in the future will be UBIT and unfair competition if federal laws are changed.

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THE ARTS IN THE COLLEGE UNION

Overview

> We have brought together in one place dining rooms and meeting rooms, game facilities and social halls, library, art workrooms and galleries, theater and concert hall--all forming the great social-cultural heart of the life of the campus. Here in the Union are joined the learnings of the classrooms, the practice of the arts, and daily social life in an art of living. Here we forge our common will and common purpose . . . the Union, at bottom, is just another name for the people of the University at leisure (Porter Butts, Wisconsin Union Director's Annual Report, 1944).

The arts have a long and diverse legacy within the college union dating back to the earliest concepts of what a successful campus community center ought to be. The college union and student activity profession owes much to leaders like Porter Butts who possessed the vision to describe the strong foundation or hearthstone on which the union profession is built. A clear intent of the college union movement has been to provide a distinctly diverse center for the visual and performing arts, as well as the other integral leisure pursuits of the college community.

This concept of the college union remains a key asset on our campuses. The arts have prospered and played an integral role in contributing to the "house of serendipity" for those who enter the union and encounter a chance meeting with a performing artist or a work of fine art on the wall. The union is at its best when one is unable to predict exactly what might be found within on any day, when it is stimulating by exposing the student to new ideas and changing concepts (in the arts, ideas, and society!). This capacity to surprise, excite, and challenge has become a distinctive trademark of successful college unions.

Traditionally, many college unions have incorporated galleries, crafts studios, theaters, auditoria, and appropriate technical support space for various artistic endeavors. Programmatically, arts presentations have ranged from traditional performing arts including music, theater, and dance, up to avant garde performance art; through the full range of visual arts, including conceptual art; through film, video, and the latest of mixed media. Programs represented both the artistic "canon" and the "cutting edge." All of the arts have been traditionally well represented in the college union.

Given the traditions of college unions, the arts must not only continue to exist, but thrive and prosper. College union and activity programs represent a significant point on college campuses in which the arts have equal opportunity. A broad and diverse array of arts programming provides memorable experiences which round-out a successful college union. At many colleges, no program, department, or organization supports such a comprehensive offering of visual and performing arts.

As the hub of the campus community, the college union is a special place where students, faculty, staff, and visitors are exposed to the culturally rich artistic array, and allowed to "learn by doing." Curating, hanging, and marketing exhibits, as well as casting, rehearsing, and presenting a theatrical production, represent invaluable learning and life-skill experiences for students. It is all too common, though, that university artistic departments have a full slate of professional exhibitions or productions in their spaces. This is typically justified by arguing that the best way for students to learn is by seeing and hearing the most accomplished professional artists. Bring in the "best," do a seminar or two, mount the exhibit, or present the performance, and that's it. A student will surely have the opportunity to serve as a "gofer," assistant, or inconsequential prop in the process and may indeed learn something insightful, but what real challenges of responsibility, leadership, or creation have been attained?

Young, budding artists, as well as learning art audiences, benefit more in an engaged, participatory environment. That can mean more "risk," experimentation, and difficulties, but the opportunity to challenge and grow creatively is of paramount importance to the individual and the institution. A college should concern itself with learning, not whether or not the program is of professional calibre. Unfortunately, all too often the tastes and interests of donors and patrons take precedence over developing knowledge of the arts by future supporters.

Unfortunately, the reality of facility scheduling on most campuses is that most undergraduate art students are limited to a few "student shows" (visual or performing) each year. The opportunity for students to be involved in the production and staging of art presentations is limited by constraints of space and time. This leaves a void that is crucial to fill for students to learn by doing and by watching. This is a fundamental responsibility which college union and activity professionals as educators must fulfill for the educational experience to be complete.

Significant changes, however, have begun to take shape in recent times. Divergent arts related developments within and outside the college union may well be cause for concern in the future. Five major factors will affect college unions through the year 2000. Of the six major factors affecting higher education in the future, the following will be discussed as they relate to the arts in the college union:

- Changes in values and lifestyles
- More diverse populations
- Increased competition for resources
- The expansion of technology and rate of knowledge change
- More volatile political climate

Changes in Values and Lifestyles

What society values, believes in, and supports over the next decade will have a profound impact upon the arts and the college union and student activity profession. The arts in this country are poised in a distinct position with an expanding market. Activities of college unions in past years have played a significant role in creating this expanding market through previous roles as arts presenters to the college community. In fact, this growth of interest in the arts for which college unions are partly responsible has sparked major development of specialized arts programming and presenting organizations on college campuses and in communities. With high levels of interest in the arts, and the development of arts programmers, what role should college unions continue to play in arts programming when the need appears to be met through other college and community programs?

College union professionals were among the founders of what is now the Association of Performing Arts Presenters (originally the Association of College and University Concert Managers, and later the Association of College, University and Community Arts Administrators). This organization, originally founded to meet the specialized needs of college staff (usually college union programmers and their committees) who programmed performing arts, has become an organization of arts manager specialists. A puzzling aspect of this phenomenon is that where the arts were once a prime interest and activity of the college union professionals, the arts seem to have fallen to the wayside. While college union professionals still see the value of arts programming, a significant number do not feel qualified to play a role in its presentation. Of some 100 delegates interviewed at the

ACU-I Annual Conference in Columbus, Ohio (1989), 80% responded positively to the following question:

> **Do you feel that performing/visual arts is the responsibility of the union/student activities?**

However, when asked whether or not they felt professionally qualified to supervise arts programming, only 60% responded affirmatively. Yet college union professionals are not participating in the performing arts presenters organization, and the Association has essentially abandoned any training or professional development in this area (as evidenced by reviews of program sessions at recent international conferences).

Clear increases in arts participation have developed. According to the Census Bureau, the total number of dancers, authors, and painters has increased by 80% over the last decade (Robinson, 1983). On average, 40% or more of Americans attend at least one visual or performing arts event a year (NEA, 1988). A significant percentage of those who participate in arts activities come from the college educated and/or higher income groups of society. That makes a compelling argument for developing an arts literate college population which can join with those who currently make up the arts attending population.

These new arts aficionados will continue to focus and limit the scope of their leisure pursuits as more and more activities take up their time. Key core groups of no more than three or four leisure time endeavors will be refined continually by individuals. Tom Miller (1989) of the Roper Organization indicates that people are becoming more selective and will tend to confine their leisure activities to the few they enjoy most. To maintain a society of art attendees and participants, it is necessary to develop and nurture their interests in college, and even earlier in their lives.

More Diverse Populations

Clearly, as the demographically diverse enrollment projections become reality, the challenge to college union professionals in the year 2000 will be to develop new and effective communication and marketing skills, services, and products in order to effectively expose nontraditional students to the arts. Arts attendance has typically not been a habit of this new generation of college students. However, with this increase of nontraditional college students, arts programming and marketing efforts must be developed and expanded with this change in mind. The key here, as previously noted, is that "education is the most important predictor of arts participation" (Robinson, 1987). As more and more members of these new populations move through college, there should be a corresponding increase in their activity as arts participants and attendees.

Not only are the traditional arts being opened to these new populations, but these new populations will play a major role in opening up the arts to new cultural influences. Ethnic and international populations have a right to expect that their own cultures will become a part of the cultural mix on college campuses and in society. College unions have a major role to play in presenting and developing culturally pluralistic arts programming on campus, just as they played a significant role in programming classical and traditional arts in times past. Growing internationalism and the relaxation of world tension mean that more and more international artists are available, either on tour or, more likely, as visitors or emigres. The availability of international arts will expand as the global market conditions continue to develop. Each country will be anxious to "show-off" its cultural traditions, and college unions can play a role in developing audiences for those traditions.

Increased Competition for Resources

The key resources affecting the arts into the next decade will be funding, personnel, facilities, and equipment. Each of these factors will have a significant bearing on the success of the arts within the union by the year 2000.

Financially, two key trends appear to have the greatest impact. First, state, federal, and local governments are unable to keep up with inflationary factors in funding the arts at current levels, much less at levels likely to be needed a decade into the future. With significant budget deficits expected to linger for many years during the next decade, the National Endowment for the Arts (NEA) and state, local, and regional arts agencies will be hard pressed to maintain existing funding and may even find themselves fighting for their very existence. Should these financial conditions worsen, arts presenters with lower overhead costs, available facilities, knowledgeable staff, and an audience base are more likely to survive and prosper.

A second trend, particularly in an environment of constrained financial support, suggests that college unions may find it prudent to develop and focus on generated revenue options in arts programming. Specifically, there is a large audience of arts enthusiasts in America who have yet to attend events in significant numbers (Harris, 1988). A recent Lewis Harris survey noted "between 37% and 60% of the entire public in the U.S. felt that there are not enough arts presentations where they live." The adult population develops through various avenues, including higher education. The college union, as arts presenter, stands to figure prominently in the development of these new arts consumers' leisure activity patterns. With almost one in every two adults in America (Harris, 1988) being art patrons, the college union clearly has an extremely large potential arts market to attract and develop. (As college unions seek out this new market, it will be necessary for them to be aware of the issues of unfair competition and nonrelated business activities pointed out in another section of this report.)

A substantial deterrent exists in attracting this new segment of the arts market. Some arts presenters have traditionally taken an elitist approach to the arts. In the "old days" arts facilities and organizations sought an audience with snob appeal, typically catering to upper-middle and upper-class participants. This elitism may be a major deterrent to attracting new, younger, or culturally diverse audiences who feel uncomfortable with or intimidated by the arts. Clearly, future success of the arts among those newly enfranchised is dependent on "demystifying" the arts. What better sponsor to accomplish that task than the college union?

The college union's ability to position itself to take advantage of such a climate is very good. College union personnel have long been accustomed to forming coalitions with other departments in order to present programs. This flexible and adaptive approach will pay significant dividends in successful bookings and presents an excellent opportunity for college unions to reposition themselves as arts presenters. This will be especially crucial should community arts organizations' funding abilities be greatly diminished. College unions could weather the storm quite well with their relatively constant student activity fee based dollars, as well as extensive "in-kind" resources (such as staffing and facilities).

As college unions step in to fill a role as community arts presenters, it will be necessary to be aware of several potential pitfalls. Although college unions have long played significant roles in the communities in which they exist, their principal function remains that of community center for the campus. As college unions develop as arts presenters, the college connection must be maintained, assuring that students, especially faculty and staff, are included in those arts activities which are presented for communities. Traditionally, community attendance subsidized reduced price student tickets. It would be a mistake to allow student activity fees to subsidize community participation in arts programming. The arts remain, by and large, a "not-for-profit" activity, but college unions must be wary of issues of unrelated business income and unfair competition as they return to a role of arts presenter for the community.

One concern on the horizon, however, is whether college unions will have space for arts activities. Current regional trends within these facilities are not encouraging. One by one, crafts studios are vanishing, being converted to lounges, retail space, or even storage areas. In a recent Association of College Unions-International regional survey (Safley, 1988) only 12% of the respondents' college unions included crafts studios. Furthermore, of the facilities responding which possessed distinct space being used as art galleries, fully 60% were programmed from outside the college union, generally by academic departments. Additionally, only 30% of the respondents' facilities included theaters. College unions have traditionally been appropriate locations for these kinds of program spaces. The profession must continue to make the case for physical, fiscal, and programmatic inclusion of arts spaces within college unions. When such arts spaces are built elsewhere on campuses, each professional must develop and maintain relationships with principal facility users and managers to assure that the kinds of educational, developmental, and recreational activities which are the college union's stock and trade receive appropriate time and space within those buildings. As noted elsewhere in this report, new construction and major renovation of college unions throughout the U.S. is at an all-time high. The opportunities to accomplish new arts related facilities development is high. The concern is that college union and student activity professionals do not understand such space and related programs as fundamental to the union's educational mission.

The Expansion of Technology and Rate of Knowledge Change

The airwaves, magnetic tape and compact discs, satellite transmissions, and other technological breakthroughs will have an overwhelming impact on the arts in the 21st century. Society is readily adapting to the changes of the information age. As technology is more readily utilized and consumed by a technically competent society, the arts will capitalize on new formats. Avenues of information will be enhanced and expanded. Demands on consumers' available time will continue to increase (Harris, 1988). Individuals will more frequently find their entertainment at home, especially the family rooted baby boomers (Miller, 1989). However, significant demographic trends indicate that people who watch ballet or opera on TV are six and eight times (respectively) more likely to attend live performances than those who don't watch broadcasts or video recordings (Robinson, 1988). Thus, broadcast and recorded arts programming actually motivates and encourages individuals to attend arts events. The key for college unions in this technological era is to distribute the marketing message as effectively as possible through a variety of media both on and off the college campus.

The arts will further expand their presence as high-quality television and video devices become more common in the home and work place. According to a U.S. Department of Commerce and NEA report, if trends from 1983-1987 continue, televisions, video cassettes and recorders, compact discs and compact disc players, stereo equipment, musical instruments, and personal computers will continue to expand as a percentage of the nation's gross national product. Consumer spending for these items, along with admissions to performing arts events, were the only consumer recreation expenditures to post increases over the later part of the 1980s. This pairing of increased performing arts events attendance, along with greater purchases of entertainment/arts related technology, is indicative of trends over the next decade. As more video cassette recorders, laser disks, and software are sold, arts attendance measured by both number of patrons and admission dollars spent are likely to increase (Robinson, 1988). That groundswell of growth could start on college campuses, if the product is available for the consumer. Technically, it is all happening. Strategically, college unions and student activity programs must position their operations and programs to capture these markets.

More Volatile Political Climate

The decade progressing toward the year 2000 is shaping up to be a very active one. As discussed elsewhere in this report, the growing trend of governmental and individual activism will be more and more prevalent. Whether students or community members demonstrate over an Eastern European dance company's performance, condemning housing for a theater, or call for audits of performance series budgets, activism on campus will increase, possibly over the most commonplace issues. Additionally, this activism will not cease with university associated or connected individuals. Local, state, and federal legislators and officials will more frequently make it their business to inquire, interpret and insist that certain arts policies be followed, using funding as leverage.

Several examples illustrate the kinds of political pressures being brought to bear on the arts. As recently reported in the New York Times, a major and embittered battle has developed surrounding the Detroit Symphony Orchestra over the hiring of a black musician. The hiring hastily took place following the state legislature's withholding $1.3 million in funding until the orchestra increased minority membership. Unfortunately, such decisions painfully affect artists and audiences alike. The key question for this issue now and in years to come was succinctly posed by Isabel Wilkinson (1989) of the New York Times:

> The case has challenged the artistic prerogatives prized by all symphony orchestras and has raised questions about the ability of an orchestra to become top-notch and still mirror the demographics of the community in which it performs.

The national uproar over the Corcoran Gallery's exhibit of works by photographer Robert Mappelthorpe depicting themes felt to be both homosexual and irreligious, local responses to public sculpture deemed to be "not art" or offensive in some way are all examples of the political pressures being brought to bear on the arts. Interestingly, college unions have long dealt with such diverse response to the arts in creative and developmental ways. It is a challenge for college unions to continue their support of the arts through development of student committee members who will make informed decisions about what to exhibit and what to present.

This political environment will even extend over national borders. Action taken by one country, state, or even town can affect arts organizations halfway around the world. Whether a German community arts council decides to fund a local dance company's home season may determine whether the dancers will have the chance to "play in Peoria." This interdependence of arts developments around the globe will continue to impact the college union's scheduling, policy-setting, financial, and managerial postures. However, these considerations should prove no more formidable than operational and programmatic challenges in the past. New approaches and sensitivities will have to be employed.

Other Considerations

An additional trend within the university may well have a significant affect upon future college union arts programming. Should current trends continue within various colleges (especially the "professional" schools) of expanding the credit hours required to satisfy a major's core curriculum, the concept of a truly liberal education may well be lost. As core courses expand upwards to 80, 90, and even 100 credit hours of an undergraduate degree, there is not much room left for the "optional" arts and humanities. Thus, there could be many engineers, scientists, and technologists who have never set foot in a foreign language class, much less a basic arts survey course.

Institutions such as the Massachusetts Institute of Technology have taken the lead on matters such as this by intentionally integrating the visual and performing arts into the student's environment. This represents a special opportunity for arts oriented college unions to forge positive coalitions with academic or administrative departments to fill the voids that may be left in the student's curricular exposure to the arts.

An earlier section of this report cited an article by John Naisbitt (1989), in which he identifies 10 new megatrends for the year 2000;

Naisbitt points to a renaissance in the arts, literature, and spirituality as a significant trend for the future. He contends that the spectacular advances in technology will create a distinct need within our society to "re-examine the nature of our humanity." His scenario includes a positive and expanding role for the arts within America and the world, pointing out that today more Americans go to arts events than sports contests.

Summary

Obviously, as we approach the "dawn of the 21st century," many changes will occur which present unique opportunities and challenges. The arts, along with the college union and activity professionals, must adapt in order to attract, engage, and entertain our communities of the future. Whether this is accomplished through refining more traditional approaches or becoming more like Disney World and MTV is probably less relevant than that these challenges be addressed.

It is readily apparent that among the crucial tests for the arts will be funding, presenting, personnel proficiency, and facility design decisions. How high a priority will the arts be given in the day-to-day and long-range strategic decisions made over the next 10 to 15 years? Will college union and student activity professionals recommit themselves to presenting the arts?

Actions over the next decade will determine how able college union and student activity professionals will be to meet the needs of our future clientele. Furthermore, the planning, decisions, and actions of the next several years will determine the ability of the college union to remain a viable and active community arts center for the university community for decades to come. Inaction is an abdication of a responsibility that has historically been one for the college union.

The challenges to the arts on campus over the next decade are significant, but not insurmountable. If a sufficient level of commitment, desire, and interest exists within the ranks of college union and activity professionals, faculty and staff colleagues, and the campus/community at large, the college union will play a significant role in creating a place for the arts on the college campus of the next century.

Partnerships must be developed with other artistic resources on and off campus in order for the arts to thrive in the college union. Academic departments such as theater, music, dance, art, and architecture are obvious allies. These faculty and staff represent not only invaluable expertise, but strong partners in developing a diverse arts market within the college and the community at large. Additionally, other arts facilities that may be on campus, such as museums and auditoria, are in constant search for community ties with the "real world" audiences that the college union attracts every day.

Relationships with those offices which are most concerned with the college's relationship with the outside world are vital. Development, alumni, and public relations staff are all concerned that the college be a vital and active place. The arts are part of that vitality of the college campus. Additionally, many corporations are eager to sponsor or support quality arts programming if given the opportunity; development offices are allies in accessing those corporate resources.

Student activity and college union professionals must be adept at presenting arts on a low- or no-cost basis. As arts agencies and internal budgets contract or fail to expand adequately over the next decade, only those presenters with a variety of resources in place will survive. Knowledgeable personnel, facilities, technical equipment, and experience are all extensive resources which will reduce production and presentation costs in tough fiscal times. The ability to present on a tight or nonexistent budget will be a key determinant of whether an arts series prospers or ceases to exist.

The college union facility must set the example aesthetically on campus. Whether it is through the architectural design of a renovation, a commitment to exhibiting visual art in public places, or the addition or maintenance of a gallery or craft studio in a high traffic area of the facility, the arts must be reflected positively throughout. Aesthetic concerns should be reflected at every decision making level, from trash cans and wall coverings to floor tile and signage.

College unions must recommit themselves to including arts spaces in buildings. When possible these spaces can support themselves: crafts studios through classes, poster services, and photo finishing; galleries as locations for special receptions or fine arts sales.

Finally, a key to achieving these objectives is the development of a skilled and committed staff. It is vital for the profession to develop artistic fluency and competency throughout student activity and college union personnel, from all entry-level positions to the top administrative ones. An ability to present or co-present the arts must exist, along with the distinct commitment to the arts, from top to bottom. Many avenues exist in developing such abilities. A series of annual ACU-I sponsored summer Arts Institutes could be developed to provide intensive arts training, exposure, and co-curricular based competency for a variety of professionals. Conference education sessions should include arts topics which are coordinated in a building block manner to develop proficiency. Additionally, guest presenters from outside the profession should be more extensively utilized in developing college union and activity personnel. Museum curators, photographers, arts council directors, and dance faculty, as well as knowledgeable colleagues, are available resources for the college union professional. Such a seminar should be included in the curriculum along with other seminars such as Building Services and Maintenance, Computer Reservations, and Programming.

Obviously no plan or strategy is foolproof or guaranteed to produce the exact results intended. One thing is certain, however: background and exposure to the broad range of the arts is a significant part of being well-educated and must remain a key responsibility of the college union.

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PROFESSIONAL PREPARATION AND STAFFING

Overview

An informed, adequately prepared college union and student activity professional is critical to the accomplishment of the mission of the college union on any college/university campus. This professional, unlike a building manager, understands the philosophical principles of a union and is committed to working to achieve them. This individual not only oversees the business and administrative function of operating the building and/or its services but is responsible for articulating and implementing the union mission, thereby:

- Bringing all segments of the institution together
- Providing services to meet the needs of the campus community
- Providing programs that complement the educational process and promote learning outside the classroom

Because different skills and abilities are needed to accomplish these tasks—managerial, administrative, teaching, counseling, interpersonal leadership, supervisory, budgetary, communication, public relations, marketing, and technical—the union professional must be versatile and possess a wide variety of skills.

The National Association of Student Personnel Administrators in its "Plan for a New Century" (1986), details the assumptions and beliefs which shape student affairs work. These must be as vital a part of the college union and student activity area in the year 2000 as they are in 1989. These assumptions and beliefs include:

- The academic mission of the institution is preeminent.
- Each student is unique.
- Each person has worth and dignity.
- Bigotry cannot be tolerated.
- Feelings affect thinking and learning.
- Student involvement enhances learning.
- Personal circumstances affect learning.
- Out-of-class environments affect learning.
- A supportive and friendly community life helps students learn.
- The freedom to doubt and question must be guaranteed.
- Effective citizenship should be taught.
- Students are responsible for their own lives.

In Standards for Professional Staff Preparation in College Unions and Student Activities (1981), the Association of College Unions-International delineates the skills and abilities determined to be essential for college union professionals. These include:

- Knowledge of and ability to use management principles
- Familiarity with assessment, planning, training, and evaluation techniques
- Possession of interpersonal as well as technical skills

- A knowledge of and commitment to the institutional mission
- An understanding of and ability to apply student development theory

The report continues, stating:

> The college union must employ qualified professionals, technical and support staff who can meet the varied educational, service, social, leisure, and recreational requirements inherent in the union's mission, and who possess the necessary leadership skills to assume responsibility for all aspects of the union.

While surveying advertisements for positions in the college union/student activity field, Carlson (1986) found that the most frequently mentioned skill areas employers were seeking included: administration, management, budgets, training, supervision, program development, leadership training, and advisement. He also conducted a survey of degree programs and curricula and found that, of the skills listed most frequently in position advertisements, none were areas of concentration in courses offered within counseling/student personnel programs. When skills sought by employers are compared to those listed as desirable in the Association of College Unions-International monograph mentioned earlier and to those taught in student personnel curricula, it appears there is a disparity between the skills sought and determined essential by practitioners and those taught in the classroom.

Obviously, the degree to which the college union and student activity professional is successful will depend upon the skills and abilities he/she brings to the position. However, success will also be contingent upon other variables, unique to each campus, over which the professional may have only modest control, such as:

- The needs of the institution and the commitment of its officials to the purpose of the union
- Organizational reporting relationship (fiscal affairs, student affairs, academic affairs)
- Size of the staff and operating budget
- The availability of campus facilities for out-of-classroom purposes
- Factors expected to impact unions in the future

Skills and Abilities

Educational Background and Training

The skills and abilities individuals bring to a position are acquired in a variety of ways--formal educational training, on-the-job experience, professional literature, participation in workshops and seminars, and professional organizational involvement. With respect to educational background, an unscientific survey of union professionals, conducted by Task Force 2000 members at the Association of College Unions-International conference in Columbus, Ohio, revealed that the predominate graduate educational preparation was counseling and student personnel, followed a distant second by educational administration. Business, speech communication, music/theater/art were the prevalent undergraduate areas of emphasis.

In its Final Report, "The Recruitment, Preparation and Nurturing of the Student Affairs Professional," a Joint Task Force of the American College Personnel Association and The National Association of Student Personnel Administrators (1989) noted that over the past 15 years, there has been a steady decline in the number of individuals who have elected to enter the field of student affairs through its graduate preparation programs. A dramatic reduction of the resources devoted to the graduate preparation programs threatens the quality of the education of the new professional. Additionally, the report notes that the profession has ignored changing societal attitudes about work, working conditions, and compensation and now finds its activities unattractive to many young people. It has seen a continual erosion of its salary levels and now finds that it is "uncompetitive" with other professions or occupations. Dramatic decreases in enrollment in college student personnel graduate programs may be traced likewise to the absence of an intentional and comprehensive program to attract competent individuals to the field. The same study also found that while the number of graduate professional preparation programs increased, the number of full-time faculty assigned to these programs decreased.

Table 1

Number of Preparation Programs and Full- and Part-Time Faculty by Reporting Schools

1973-1987

	Programs	Full-Time Faculty	Part-Time Faculty	Mean FTE Faculty	% Change FTE Faculty
1973	84	203	373	2.4	
1977	75	166	383	2.2	-18%
1980	73	154	331	2.1	-7%
1984	84	104	406	1.2	-32%
1987	101	95	510	.9	-8%

Change in Full-Time Faculty during 14-year period	-53%
Change in Part-Time Faculty during 14-year period:	+27%
Change in number of programs during 14-year period:	+17%

(Note: 50 of 101 programs reporting do not have any full-time faculty.)

On-the-Job Training and Professional Participation

The informal survey conducted by Task Force members also revealed that on-the-job training (36%), part-time employment (25%), experience as a graduate assistant/intern (12%), and undergraduate participation (15%) in out-of-class activities contributed significantly to the training of individuals who entered the college union and student activity field. Also, those surveyed were of the opinion that on-the-job training (20%), professional organizations (20%), and colleagues and friends (20%) were more important to their professional development than professional workshops (13%) or undergraduate major (5%).

When survey respondents were asked to identify the professional organization(s) which was important to their professional development, the Association of College Unions-International was cited most frequently (not surprisingly at an ACU-I conference). Other organizations which received frequent mention included: National Association for Campus Activities, the National Association of Student Personnel Administrators, the American College Personnel Association, and the American Association of Community and Junior Colleges.

The Needs of the Institution and Support for the College Union

In 1985 a veteran union director was quoted as saying "If a university wants to have a first-rate union, it will find a way to support one" (ACU-I Bulletin, 1985). Such a statement assumes that the officials in charge understand what constitutes a first-rate union and student activity program and how it contributes to the campus. They must also have the resources, financial and otherwise, to make it possible. Unfortunately, many college unions and student activity programs have an image problem on individual campuses, where they may be viewed as luxuries, as merely auxiliary service operations, or as places for fun and games which keep students busy, making sure they don't rock the boat or cause controversy.

Reporting Relationships

Unions and activity programs may begin to see a shift in reporting lines away from Student Affairs. Such moves may be prompted by institutional emphasis on financial accountability, the need to generate income, as well as state and federal legislation relating to competition and tax on products and services traditionally provided. Student Affairs officers are not always perceived as possessing the fiscal skills needed to oversee revenue-generating areas. In most cases, it is not the absence of skills but a priority system which emphasizes service to students rather than allegiance to the bottom line that creates this perception.

A transfer of reporting relationship from student to business affairs may have any number of consequences which require close consideration, including:

- A lack of understanding on the part of fiscal officers about the need to provide services that must be subsidized
- The transfer of areas traditionally deemed union to other student affairs areas because fiscal affairs officials are not comfortable dealing with them (i.e., programs and activities, organizations, fraternities and sororities)
- Undue emphasis on revenue-generating activities
- De-emphasis of the educational and programmatic functions

- An exodus of professionals from institutions or from the field because of philosophical differences between departments of fiscal and student affairs.

Size and Diversity of the Staff

It was reported in 1986 (Standards) that the director of the college union was the only professional college union and student activity staff member on one-third of college campuses. On the remaining two-thirds, numbers varied greatly and other professionals included, but were not limited to, Associate/Assistant Directors, Program Advisor/Coordinators, Directors of Student Activities, Operations or Business Managers. Generally, the concern expressed in a 1937 editorial in the Bulletin, "there are simply not enough hours in the day to go around . . . the building must be manned by a larger supervisory staff . . . administratively, it's not a one-man job" (Butts, 1937) holds true today.

The concern about adequate staffing will continue into the future if U.S. Labor Department projections are accurate and the number of prospective employees dwindles. "The most glaring indicator of the failure of higher education to achieve diversity is found in the number of minorities on the faculties of our colleges and universities" (Slaughter, 1989).

Certainly, this absence of diversity holds true for the members of the college union and student activity profession as well. The Association of College Unions-International Affirmative Action

Officer, in her 1988-1989 affirmative action report to the Association of College Unions-International, noted that of 137 paid and volunteer positions at the international level, only 21 of them (9 females, 12 males) were being held by minority staff members (Geib, 1989). Of the 331 volunteer positions that exist in the Association of College Unions-International's 16 regions, 16 of them were held by minority females and 23 by minority males.

The Association of College Unions-International conducted an Affirmative Action Census in the 1988-89 school year, with a response rate of approximately 55%. The U.S. institutional data was separated from institutions in other countries because of a great disparity in job titles between the United States and our international colleagues. Of the 2,891 persons counted in the U.S. census, 2,481 (85.8%) were white and, of that group, 1,296 (44.8%) were men, and 1,179 (40.8%) were women; of the remaining people counted, 7 (0.2%) were Native American; 28 (1.0%) were Asian; 308 (10.7%) were black; 54 (1.9%) were Hispanic; 6 (0.2%) were Pacific Islander and the remaining 7 or (0.2%) indicated "other."

At the present time it would appear that the ethnic composition of the professionals in the field is not keeping pace with the increasing diversity of our current student population, much less the composition of this population predicted for the year 2000. Putting it very simply, there are very few minority professionals in student activity and college union work for the number of minority students who are making use of campus facilities and services.The current lack of diversity among college union and student activity professionals must be considered along with the likely pool of future students who might enter the field.

The informal survey referenced above indicated that a master's degree is most commonly required for entry level positions; 88.5% of those interviewed had a graduate or professional degree (85 of 96). This is corroborated by an Association of College Unions-International study of women in the field (ACU-I, 1984). Of 608 women, over half (58%) had a graduate degree; however, the proportion of women with graduate degrees was higher in the younger age groups. Sixty-one percent of the 21- to 30-year-olds had a graduate degree compared with 60% of those 31-40, 50% of those 41-50, and 33% of those over 50. This appears to indicate the increased requirement of a graduate degree in the field, either for entry or for promotion. Unfortunately, the ACPA and NASPA special task force found that the number of graduate students in student affairs programs is decreasing.

Table 2

Graduate of Masters Specialist and Doctoral Programs by Gender

1970-1986

	1970-1971	1975-1976	1980-1981	1985-1986
Doctoral				
Men	152 (78.8)	114 (78.6)	64 (53.3)	54 (44.3)
Women	42 (21.2)	31 (21.4)	56 (46.7)	68 (55.7)
Total	195	163	169	169
Specialist				
Men	16 (64.0)	36 (51.4)	7 (35.0)	4 (33.0)
Women	9 (36.0)	34 (48.6)	13 (65.0)	8 (66.7)
Total	25	74	26	19
Masters				
Men	541 (56.2)	439 (47.9)	291 (37.4)	272 (34.7)
Women	422 (43.8)	479 (52.2)	488 (62.6)	511 (65.3)
Total	963	918	779	783
Overall Totals	1142	1135	830	921

(*Note: the numbers in parentheses represent percentages.)

The above data reflects a composite of graduates of masters, specialist, and doctoral programs by number and by gender. Readily apparent in Table 2 is the decline in the number of graduates in all three degree categories: doctoral - 13%; specialist - 24%; and masters - 19%. Overall, the total loss in productivity in all three degree categories was 56% between 1970-71 and 1985-86—a period when the number of programs grew by 28.

Distribution of graduates in all three degree categories changed substantially during the 14-year period. The change was most dramatic in the specialist category where the percentage of men dropped from 64% of the total in 1970-71 to 33%, while the percentage of women increased from 36% to 66.7% during the same period. Similar changes are noted in gender in masters and doctoral programs, with masters programs reflecting the greater increase in percentage of women.

In order to increase minority representation in the field, it is important to increase the number of minorities enrolling in graduate programs. Because students on committees, boards, and residence life staffs frequently enroll in graduate programs in significant numbers, it would be, likewise, prudent to increase minority participation in these groups as well. Unfortunately, leadership for recruitment of outstanding undergraduates at the national and even local levels by professional organizations and individuals has never been a major endeavor or even a minor budgetary concern.

A study reported in the Chronicle of Higher Education (September 6, 1989) followed a group of 10,500 students who were high school seniors in 1980. By 1986, 18% of that group had earned a bachelors degree and 0.7%, a graduate degree. For minorities, the proportion was lower in both categories: of the black students, only 9.9% had earned a bachelors and 0.2% a graduate degree. Even fewer Hispanics had earned a bachelors (6.8%) or graduate degree (0.1%).

This compares with 20.2% of whites with bachelors and 0.9% with graduate degrees.

Also troubling is the declining participation of blacks in higher education which was reported in the same issue of the Chronicle. Asian and Hispanic enrollment, as a percent of total student enrollment, has risen over the period from 1976 to 1986, while black student enrollment has declined steadily as a percent of total student enrollment (excluding foreign students). Calculated from the base data in the Chronicle, the percentages are as follows:

	1976	1978	1980	1982	1984	1986
American Indian	0.7	0.7	0.7	0.7	0.7	0.7
Asian	1.8	2.1	2.4	2.9	3.3	3.7
Black	9.6	9.6	9.6	9.1	9.0	9.0
Hispanic	3.6	3.8	4.0	4.3	4.5	5.2

In addition to encouraging minority students to consider a career in student affairs and increasing awareness in the high school of the field, it is clear that professional associations must encourage minorities to attend college and work to retain them. Actions do indeed speak louder than words: No amount of rhetorical commitment to the principles of equal opportunity, affirmative action, and pluralism can compensate for or justify the current degree of minority underrepresentation among faculty, administrators, staff members . . . (Astin, 1982).

The ACPA and NASPA Task Force found that attracting career professionals to the field (retaining them beyond three years of service) is a challenge that is constrained by factors such as:

- A lack of awareness of the profession. The profession is largely invisible to undergraduate students who represent the major market for new student affairs professionals. As well, the profession is invisible to faculty and administrators of colleges and universities who are sometimes able to conduct their daily work without direct contact with student affairs practitioners or knowledge of their contributions. Such administrators and faculty remain essentially uninformed of the nature of the profession and how it contributes in significant ways to American higher education.
- Low-paying, low-status positions at the entry level. Undergraduate students and educational practitioners are unimpressed by a career option that offers minimum compensation and little recognition within the larger environment in which their work is performed.
- Limited career mobility. New professionals interested in rapid or even normal career advancement opportunities are frustrated by a profession that manifests narrow, confusing, and inconsistent career paths, limited opportunities for horizontal career mobility, and restricted vertical advancement. This is especially true of students who serve as

undergraduate RAs and whose student affairs perspective includes only resident hall administration.

- No natural undergraduate feeder programs. The student affairs profession, while relatively accessible to graduates of any major, does not have a precisely parallel major field of study for undergraduates. Liberal arts, general education, and behavioral science majors are the most closely aligned to college student personnel in values and learning objectives, but the field rarely is perceived by such undergraduate majors as a natural extension of their studies.
- Inadequate explanations of what student affairs professionals do. Many student affairs professionals find it difficult to articulate the nature of the profession beyond surface descriptions of unit relationships within their divisions and their day-to-day activities. Potential new professionals feel uninformed by such inarticulate descriptions and choose not to enter a field whose members are unclear about what they do or where the student's academic and career interests fit.
- Failure of student affairs practitioners to encourage current students to consider the field. Even though practitioners associate regularly with undergraduates who possess the talents required to succeed in the student affairs profession, too few accept the responsibility to attract young people in the field. Some practitioners even discourage students with

whom they work from entering the field by openly expressing dissatisfaction with their jobs.

- Normal desire of baccalaureate graduates to leave the college environment after four years of study. It is no surprise that young people want a change from intensive study and from the environment in which they have just spent a great deal of time. They also want to work and earn their own income and, frankly, may not have or feel they cannot secure the resources to continue directly into graduate study. The financial resource issue becomes extremely important to attracting minority candidates, many of whom had to borrow large sums for their undergraduate degree and face repayment at graduation.
- Absence of information about the student affairs profession in university placement and career development offices. This condition is nearly universal in higher education and is exacerbated by a near universal lack of awareness of the field by undergraduate academic advisors.
- Inadequate support and staff development systems in student affairs. New professionals especially need the guidance of seasoned professionals for support, counseling, and sponsorships necessary for immediate productivity and a sense of accomplishment. They also need institution-sponsored opportunities for continuing their education and

professional development to create a feeling of belonging and a sense of confidence in their abilities to perform complex and sophisticated tasks with students and organizations.

Factors Expected to Impact the Profession in the Future

The skills and abilities described as necessary by the Association of College Unions-International in its Standards for Professional Preparation may become secondary to those needed in the future if respondent comments at the Columbus conference about the last 5 years and the future are representative of the whole. When asked how their work has changed in the last 5 years, the following observations were shared (in rank order):

1. Expanded responsibilities, greater emphasis on supervision, more personnel matters with which to deal (23%)
2. More demands on budget, greater emphasis on fiscal matters, increased paperwork, reduced personnel (17%)
3. Greater accountability, outcome assessment, emphasis on quality, more research and justification (12%) and more nontraditional student involvement, greater diversity in programming, focus on multiculturalism (12%)
4. More concern with challenges to philosophical foundations, reduced concern for student well-being, reduced contact with students, decrease in governance (10%)

5. Loss of sense of community, more stressful and intense, greater amount of campus-wide politics (6%)

When asked how they see their work changing in the next decade, interviewees responded as follows:

1. Greater student diversity, multicultural thrust, some racial and ethnic problems (15%)
2. Continuing fiscal and budgetary concerns, pressure to become self-sufficient, focus on resource management, revenue generation, overall economic decline (14%)
3. Expanded duties, greater internal and external accountability, less student contact (13%)
4. Increased student involvement, emphasis on altruism, more global concerns, education for citizenship and worthy use of leisure time will increase, more selective participation, more competing interests, greater conservatism, need to develop strategies to overcome racial concerns, and tension growing out of the new diversity among students (12%)
5. Expanded technology, information explosion and data management, more technically dependent, increased paperwork and record keeping

Summary

The primary role of the college union and student activity professional in the future will be to protect the union's heritage and continue its educational mission as the community center of the campus, for all members of the college family . . . not just a building... an organization and a program . . . (Butts, 1971). The tasks that will need to be performed include:

- Ability to articulate the role to constituent groups
- Strategic planning, research and assessment skills (how to reduce costs, identify new products and services, etc.)
- Capacity to apply the general concept of union to each individual campus's unique situation
- Familiarity and comfort with new technology, complex communication, security, and utility systems
- Facilitating smooth transitions and being flexible to more frequent change
- Teaching and developing human potential
- Knowledge and skills related to facility renovation and design
- Demonstrating administrative competence by effectively managing available resources
- Developing artistic fluency and competency
- Establishing new methods of programming and creating alternative opportunities for student involvement
- Seeking and creating new models of community that embrace diversity

Skills and competencies needed to accomplish these tasks will continue to include teaching, counseling, administrative/business acumen, marketing, computer literacy, communication (verbal and written), law, facility planning, management, strategic planning, fine arts administration, and general programming.

The responsibility for imparting these skills and competencies and for the training and preparation of college union and student activity professionals must never be left to the resourcefulness of the individual. The diversity of the field requires postgraduate (regardless of previous field(s) of study) training including a standardized curriculum, supplemented by first-rate continuing education opportunities. Continuity of purpose, consistency, and credibility are jeopardized when quality and standardization are not specifically addressed.

The nature of the student population in the coming decade, with its increasing numbers of minority and non-traditional students, will require a profession composed of significant percentages of minority persons. Current data reveals the enormity of such an undertaking, given the overall decrease in number of new professionals training for the field. Clearly, the profession must begin to assert itself in the recruitment of new professionals, particularly persons of color, if critical shortages of staff are to be avoided in the future.

The popular press and professional literature of the day speaks continually of investing in tomorrow's work force. Much of this is directed at the need to develop more effective elementary and secondary schools that will provide the basis for educated, trainable workers who must take their place in an increasingly sophisticated world.

While much of the literature points to the need to invest in basic education, those in higher education, a field noted for its high percentage of budget invested in labor, can do no less. The challenge for the union and student activity profession is to recruit, develop, and retain those persons who can contribute to the accomplishment of broader educational goals.

One goal of the Task Force has been to provide guidance on the preparation of new professionals, continuing education for experienced professionals, and on the need to establish consistency in the teaching of skills and competencies for the college union and student activity professional whose future success will rest, in part, in meeting the challenges of a changing clientele, new environments, and advancing technology. This guidance may be found in the Conclusions and Recommendations section of this report.

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CONCLUSIONS
AND
RECOMMENDATIONS

The following observations and recommendations stem from Task Force deliberations over an 18-month period. It is our intention to be far-ranging based upon a collective sense that, unlike previous projections of dramatic changes in higher education forecast in the 70s, indeed the nature of the college student, the academic program, and the campus proper will undergo significant change in the next 10 years. The real issue yet to be determined—that which will have the greatest impact—is the percentage of blacks, Hispanics, Asians, Native Americans, older persons, and other groups who will choose to enroll in higher education. If large numbers opt for college training, then the demographic mix on the nation's campuses will be dramatically different. By contrast, should these groups opt for the labor market, military, or be unwilling to defer earning potential for the time required to earn a college degree then a significant number of institutions—particularly those noncompetitive ones with modest endowments—face closing their doors. Given the fact that higher education remains the prevalent means of upward mobility in this country, the Task Force believes that enrollment declines—except for that of 18-year-olds through the end of the 1990s—will not be debilitating and that the college student population in the year 2000 will be older, contain significantly more persons of color, have unique educational requirements, and will be less likely to enroll for full-time study. Accordingly, the programs and services required to meet the needs of these students and the racial/ethnic composition of professional staff who provide leadership for these programs and services must reflect the uniqueness of these newly enfranchised students.

General Recommendations

1. **All professional organizations serving college union and student activity professionals should embark on a 10-year strategic plan to identify prospective needs of future students, new methods to involve traditionally underrepresented groups, and unique recruitment programs designed to attract promising college graduates, especially minority group members to the field. In the case of ACU-I, it is recommended that the summer leadership program be used to annually evaluate and update this strategic plan. As a starting point, it is the Task Force's recommendation that a joint meeting of the executive committees of key student affairs professional groups take place to discuss and**

prepare a common approach and response to the programs and services required of these new students.

2. Professional organizations and graduate academic programs must assume responsibility for the education of college union professionals in order to prepare them to:
    a. Articulate the role of the college union to the campus community
    b. Understand their professional role in impacting the campus environment as well as broader environmental concerns and being more knowledgeable about energy efficiency
    c. Create a multicultural environment in the out-of-class life of the institution which prizes and values the richness and uniqueness of all the world's cultures. The union and student activity area should be at the center of multicultural activities on the campus.
    d. Engage in assessment activities which identify the needs of students and to design new programs and services which meet these needs
    e. Design, renovate, and construct facilities
    f. Gain familiarity with and competency to do performing and visual arts programming
    g. Be informed of technological advances and how they can be integrated into the work setting

While ACU-I has a long history of providing educational opportunities involving all of the above, familiarity and competency in these areas is developed over a period of time. The Task Force acknowledges the value of ACU-I's IPDS program in providing entering professionals with an immediate familiarity with the critical skills required of a college union and student activity professional--in essence, getting them started on the "right track." **It is the Task Force's recommendation that a similar program be replicated at the regional level each summer for new professionals in that or adjoining regions, and that a cadre of seasoned professionals be trained to present a consistent program supported by agreed upon curricular offerings.** In addition, it is felt that the regional conference provides a unique staff development opportunity which has frequently been underutilized. **It is the Task Force's recommendation that the annual regional conference program must provide programs of a higher caliber for staff members**...programs which bring seasoned professionals into contact with entry-level staff, programs which provide the philosophical underpinnings for college union and student activity work, and programs which provide opportunities for veteran professionals to engage in significant learning experiences must coexist with programs for student leaders.

3. The ACU-I Role Statement of the College Union remains as one of the time tested foundations of the profession. Past efforts to "modernize" it and to make it more inclusive to reflect a student activity/student development thrust have yielded insignificant results. **It is the Task Force's belief that the nature of the student population and the environmental context of higher education will change sufficiently in the next decade that another attempt be made to reflect the fundamental values inherent in the current role statement in an updated version whose language and concepts reflect a more contemporary sense of community.** It must remain value driven, while acknowledging that, for some students, their "living room" or "hearthstone" is a car in the commuter lot. If the idea of the union as "a concept and a program not merely a building" remains valid, it is incumbent on the profession to find contemporary expressions of that concept. Among these contemporary expressions, **the Task Force requests that the Association address the importance of growth in individual awareness and the creation of an alternative ecological future as central themes in efforts made to re-examine the role statement.**
4. ACU-I's annual salary survey serves a vital function relative to salary comparisons based upon position level and type of

institution. **The Task Force recommends that the number of readable fields in the survey be expanded to permit comparisons of salary and current position held in regard to years in the field, gender, ethnicity, type of school, and previous positions held.**

5. Professional organizations must assess and articulate the skills and competencies required of college union and student activity professionals, particularly in responding to the needs of a different type of students. These skills must serve as the basis for graduate program curricular reform and as the precepts upon which to build sound annual continuing education programs and publications. It is no longer acceptable to leave the mastery of such skills to chance or to expect that it is necessary to spend a decade at several different positions in order to become a fully functioning professional. While the subject of professional and organizational certification generates significant concern among its detractors, the profession--while being sensitive to institutional differences and prerogative--must begin to insist on a higher degree of professional conduct and a greater intolerance for the absence of the basic tenets of the profession on the part of some individuals and institutions. While institutional setting--two-year college, commuter campus, large graduate-research university, etc.--has implications for the context of student leadership, timing of programs, operating nuances and other matters, certain

standards such as student self-governance, the student-staff partnership, the union as the community center of the campus, the use of the extra curriculum as an extension of the classroom, the presence of graduate trained professional staff, etc., should be an expectation on every campus. If professional certification and competency-based programs for staff and institutional programs are essential to achieve such standards, then so be it.

Insistence on some measure of standardization and performance expectations is made doubly important when one realizes the number of professional staff members who are not affiliated with any professional group, do not attend meetings, are not graduates of professional degree granting programs, are not conversant with the literature of the field, and perhaps see college union and student activity work as a steppingstone to preferred positions. **The Task Force recommends that an examination of the merits and/or shortcomings of an ACU-I certification program be undertaken, either through CEPS or as a separate study committee. In addition, the Task Force supports the creation of evaluation teams (comparable to ACU-I's CORE Consultation Teams of the early 70s) to be available to assist individual institutions in assessing and evaluating their unions and student activity programs.**

6. Demographic changes on college campuses require the creation of new models of community for college unions and student activity programs in the future, models which value diversity and acknowledge interdependency as a requirement for global harmony. Affirmative action, as an institutional strategy, must be extended to student groups, seeking their voluntary participation in filing action plans for membership and program development. **The Task Force recommends that, where possible, cultural centers be located within the college union and that their staff, student leadership, and programs reflect a commitment to cooperation with broader union and student activity goals.** Efforts should be made to reflect cultural diversity in the content of visual and performing arts programs as well as in other program offerings.
7. The decade of the 90s has been projected as being an era of personal responsibility, pragmatism, self-sacrifice, personal discipline, self-fulfillment, and renewal of idealism. With this in mind, what better way of bringing together a broad range of students--regardless of gender, age, ethnicity, economic status--than through a comprehensive volunteerism program. Recent governmental discussions regarding mandatory public service could serve as the basis for a coordinated program of volunteerism which extends beyond the walls of the campus. The influx of older students who have retired provides unique

opportunities for young persons to gain from the experiences of older students. Student volunteers could have significant impact on early childhood intervention programs involving prenatal and postnatal care, parenting education, day-care and preschool education, and other ventures which serve to break the cycle of poverty. Likewise, a well-considered plan of peer counseling and tutoring aimed at high-risk students, on the part of student volunteers, could help to reduce attrition and increase retention. **The Task Force recommends that the role of the union and student activity operations in coordinating such efforts on campus continue to be the focus of conference program sessions and the subject of featured articles.**

8. The communications explosion and the availability of inexpensive intercontinental air travel have had dramatic impact on geo-political and intercultural relations. Never has there been a more critical need for consideration of the global implications of personal, corporate, and governmental decisions. Recent dramatic live coverage of Chinese student protests and killings stirred the conscience and aroused the anger of television viewers who previously had little interest in the affairs of the Chinese government. Environmentalists continue to advise the world that there can no longer be sideline watchers in the ecological struggle to maintain balance on this planet. Acid rain, global warming,

and other phenomena know no geographical or political boundaries. The recent political events in eastern Europe and Russia foretell of a decade in which people's desire for self-determination will continue to outdistance government's capacity to restrain freedom. For professional organizations with an international membership base, the need to broaden perspectives has never been greater. **Accordingly, the Task Force recommends that the "I" in ACU-I become even more prominent in the events, programs, publications, and teachings of the Association, and that the feasibility of an international representative on the Executive Committee, charged with increasing international membership and addressing international concerns, be considered.** When one realizes that the students protesting in Tiananmen Square in Beijing were members of the students' union (a political organization in China), the global implications of the profession become obvious.

9. A great deal of attention and research effort has been given to student development as a theoretical basis for college student personnel work in American higher education. The foundation for this work has been the developmental needs of traditional college-age (18-22 years old) students. Given the projected changes in the composition of the student population during the next decade, it is imperative that researchers and others draw

from the experiences of the entire continuum of human development and that ethnic, cultural, and age dependent uniqueness be considered in identifying the developmental needs of the student population. **The Task Force recommends that the Research Committee and other components of ACU-I begin to address this phenomenon by examining the implications of such a broadened perspective through increased communication with research oriented colleagues in other professional organizations and through an examination of existing literature dealing with the whole of human development.** The resulting data and theory have enormous implications for the out-of-class as well as curricular needs of students, particularly for two-year colleges, the commuter campus, and those who have traditionally matriculated older, culturally and ethnically diverse students.

10. Rapid change in our world has brought about an increase for knowledge and familiarity with current events, both internal and external to individual nations. One can no longer function effectively as a contributing member of society without a knowledge of current affairs. The world has moved from a point where coverage of such matters could be nicely accommodated in a monthly, biweekly, or weekly publication. Daily television and newspaper coverage requires informed citizens to remain current by regular participation. For the most part, knowledge imparted

in college curricula is past-based, owing to the delay required to validate, scrutinize, and transmit new facts and theories. Few classes in current events exist, and where such offerings are provided, the discussions and deliberations are limited to the confines of that classroom. Americans in general, American students in particular, are largely uninformed on national and international matters and are not regular viewers of television news or readers of daily newspapers or weekly news publications. A visit to the union television lounge during the evening news would reveal an audience composed largely of faculty and international students. It has been observed that if American students approached news with the same fervor that they do sports reporting, they would be among the best informed in the world. The capacity of the out-of-class life of the campus to highlight current affairs through its programs and publications is greater than that of the academic program. **Accordingly, the Task Force recommends that a recommitment to address current affairs (including those of an international nature) through speakers, panel discussions, formal debate and other means, must be made a high priority.** To do less opens the union and activity programmers to charges of frivolity and absence of educational substance in campus programs.

11. The union as a focal point for student activities, campus programs, and student services is as old as the union concept itself. While debate and fellowship were a vital part of the earliest union at Cambridge, so too was food and beverage. Likewise, the literature and art were to fast become significant elements of day-to-day experience. While the contemporary expression of that same union on some campuses still finds the service and program components reporting to the union director, quite frequently the major revenue areas—college store and dining services—will report elsewhere, usually to a business services or "auxiliary" services officer. The rationale behind this arrangement is that student personnel types lack the business acumen to manage such significant dollar operations. Conversely, food service and bookstore managers are viewed as insensitive to student governance and student development issues. Longtime observers of the union profession point to such logic as fallacious, citing numerous examples—among them some of America's finest unions—where a single reporting relationship has existed for a number of years. Removing significant revenue areas from the union deprives the primary customer of a voice in the affairs of that operation. If participation in significant learning experiences is a by-product of union board participation, are students not being told, in a de facto manner, that these revenue areas are too important for student involvement? By contrast, are staff

members with sound management skills incapable of dealing with students in a mentoring, advisory relationship? The concept of the union as an "auxiliary enterprise" implies that certain operating areas are exempt from serving as laboratories for learning. As an "auxiliary," the union would appear to be placed completely to the side as having little or no educational potential. Implicit in that approach, and consistent with the auxiliary services designation, the union should be self-supporting—funded entirely by student fees and revenue. Indeed, the law in at least one state forbids general fund money from supporting union operations. Such an approach negates the educational role of the union and, ignoring historical documentation, frees the institution from any acknowledgement that the learning which occurs in the informal out-of-class environment contributes in meaningful and significant ways to student growth and development. **The Task Force, pointing to the fragmentation and dilution of the concept of student governance and growth through meaningful participation which results from separate reporting relationships for business operations in the union, calls on the profession to support the concept of the union as a single administrative entity reporting to a single student affairs professional.** There is no current evidence to demonstrate that the vitality and "bottom line" is affected in such an arrangement. However, the profession, to further underscore the importance of a unified reporting relationship, should increase the prominence of financial management, personnel, marketing, and retailing training in graduate education programs and at professional meetings and seminars. Where possible, union administrators should be actively involved in the affairs of professional "auxiliary" service organizations. Likewise, food service and college store professionals must find substance and relevance when participating in college union professional conferences and workshops.

12. The respective annual professional conferences of the associations serving the college union and student activity professional serve as touchstones for many persons, providing an annual opportunity for continuing education and professional re-energizing. In recent years a certain redundancy in program content, keynoters, etc., indicates that all such groups have identified key common elements of the profession deserving of annual reinforcement and the emerging concerns which need to be addressed. This inadvertent commonality should not be left to chance. **It is the Task Force's recommendation that the conference planning committees of all such professional groups should annually exchange program outlines in order that the practitioner, irrespective of the meeting he or she attends, receives consistent continuing education**

offerings from year to year. The long -range impact of this exercise could be jointly sponsored workshops, publications, study committees, and other endeavors. In a similar vein, the cost of the annual conference has grown to the point where, for many staffs, it is no longer possible to send multiple or even a single delegate. The result is that the annual ACU-I conference is viewed by many as a Director's conference. The implication of this perception is that entry- level staff often turn elsewhere for their professional development, an introduction which some in the profession feel fails to identify and underscore the philosophical foundations upon which the profession is built. **Accordingly, the Task Force recommends that the ACU-I Executive Committee stringently examine the cost of the annual professional conference—including registration fee, site selection, conference hotel, etc.—with an eye towards providing a lower cost experience.** Acknowledging that cost is a recurring concern for the Executive Committee, that only certain properties can accommodate the conference under one roof, and that conference meals serve an important ceremonial as well as functional purpose, increasing costs may eventually diminish the capacity of college union and student activity staff persons from participating in the single most professionally invigorating experience of the year. In reinforcing a point made in Recommendation #2 above, the regional conference becomes even more critical for staff growth when they cannot attend the annual professional staff conference, further underscoring the need for a greater focus on staff needs at the regional level.

13. Over its 75 plus year history the Association of College Unions - International has attempted countless approaches to provide educational opportunities for the college union and student activity professional. These have ranged from drive-in workshops and pre-conference seminars to consulting teams and student-staff assemblies held in remote environments; from fall regional conferences and multi-regional gatherings to travel-study abroad opportunities and summer seminars; from outdoor recreation based team building and intensive encounter groups to reunions of union veterans and Chautauqua-like summer conferences. While each of these approaches has had elements of greater and lesser value, what has evolved is a consistent willingness to try new ways to involve the largest possible number of persons in the Association's educational programs. Summer programs provide opportunities for staff to be away from campus without the usual concerns about problems arising back on the campus. Meetings such as the annual Indiana Professional Development Seminar (IPDS) allow participants to drive to the site and to combine such trips with family vacations. Given the success of IPDS and previous summer workshops, the decline of

interest in pre-conference seminars at the annual professional conference, and the opportunity to create a special summer experience which could become a staple of the Association's educational activity, **the Task Force recommends that the ACU-I Executive Committee and the Commission on Educational Programs and Services examine the feasibility and viability of a single Summer Professional Development Institute which can accommodate a number of concurrent educational endeavors.** Modeled after alumni vacation colleges which have been successful on a number of campuses, the program could also accommodate family members through well-organized recreational and educational programs for spouses and children. Each July at least three components of the Association - the Leadership Team, Executive Committee, and the IPDS - gather on the Indiana University Campus. The Task Force envisions a week-long period which is tied together by a common experience at the beginning and end of the week and, perhaps, with several common plenary experiences in between, while still allowing for intensive, subject-specific workshops to be scheduled concurrently during the week. On the front end of the Institute could be a leadership team meeting, and at the end of the week the Executive Committee could complete its work. In between, programs such as the IPDS, the Summer Arts Management

Seminar, an annual joint program on union construction co-sponsored by AIA and ACU-I, and an annual management seminar for veteran professionals (perhaps modeled after Harvard's Educational Management Institute) could be scheduled. While a significant undertaking requiring a major planning effort, the educational and interpersonal benefits derived would be sufficiently extensive to provide momentum from year-to-year.

Funding for College Unions and Student Activity Programs

During the last 25 years, as the United States moved from being the preeminent producer of goods to being principally a producer of services and information, the nation also relinquished its position as the richest, most productive industrialized nation. Higher education, as one of the largest service and information industries, reflects the financial dilemmas faced by the larger society and will find it difficult to maintain, let alone expand, current service levels. Complicating the financial picture for higher education is that it may have surpassed a point where the costs incurred in pursuit of a higher education degree may have passed the point of reasonable return on investment (i.e., increased earning capacity as a result to the degree is insufficiently higher to pay back costs incurred in earning the degree over a reasonable period of time). When compared to the standard economic indicators during the decade of the 80s, higher education cost increases were over one-third higher than increases in the GNP.

In addition to those characteristics of future students which impact the content and direction of student activities and programs--more culturally and ethically diverse, older, carrying fewer courses per term, more task specific, reside off campus, tc.--several other factors--less emotionally and socially tied to the campus, less motivated to spend appreciable amounts of non-academic time on campus, and taking longer to complete an educational program--have major financial implications and will make projections and financial planning difficult at best.

College unions and student activity program funding have traditionally had the advantage of various dedicated student fees and a myriad of revenue sources including sales of goods and services, rental income, program ticket sales, amusement game revenue, etc. During the growth years annual funding increases were appreciable and taken for granted. As institutions begin to fall on hard times and demands on the general fund far outdistance its ability to respond, competition for external support and internally generated dollars has become so fierce that union reserves and auxiliary revenue are being called on to fund non-union activities and projects, frequently at the expense of pre-scheduled projects.

Financial forecasting is, at best, an imprecise science. Some of the risk, however, can be removed through a careful assessment of both the institution and the college union/student activity program serving that institution. Some factors to be considered include:

- Rate of growth or decline in enrollment
- Type of institution and its relative prestige among peer institutions
- Size and growth pattern of endowment
- Number of students residing on and immediately adjacent to the campus
- Average number of hours spent on campus by students each day
- Ability to generate fees and revenue
- Relative affluence of students being served (average discretionary income spent per week, percentage of students on financial aid, etc.)
- Overall reputation of the union on the campus
- Does the union qualify for general fund revenue?
- Age and overall state of repair of the physical plant
- Knowledge of past financial data - breakdown of both revenue and expenditure sources
- Projected ability to attract donor dollars (dollar amount)
- Funds needed to bring the physical plant up to par as well as in compliance with code
- Prioritized areas of cost savings potential identified by department or function and the potential implications of each action, evaluated against the institutional mission

The Task Force, recognizing the potential for a thorough financial planning model such as this to positively impact short-term financial viability, calls upon the Commission on Educational Programs and Services of ACU-I to create a formal financial self-analysis model which works from a data base which may be easily updated.

Ever increasing costs created by aging facilities, a maturing work force, inflation, rising insurance and utility costs, etc., create tension, particularly when service levels remain static or decrease, resulting in the perception (or reality) of higher costs for the same programs and services. As sources of new revenue are exhausted, cost savings remain as the sole alternative to reduction of services. "Scrubbed down" operations in difficult times prevents wholesale cutting of programs and services and permits the organization to retain its operating vitality. The successful college union of the future will:

- Be driven by clearly stated mission, goals statements, and operating priorities
- Be capable of delivering cost-effective programs required to effectively serve the students as well as the host institution
- Use assets wisely and carefully
- Use available technology to assist in an ongoing assessment and modification process

- Adapt its programs, services, facilities, and governance structure to enfranchise the new students as well as other members of the campus community

In anticipation of a changing financial climate and new initiatives brought on by new students and outside agencies, **the Task Force recommends the following steps in order to best position individual union and student activity operations for the next decade:**

1. **Enter into a comprehensive review of the mission and goal statement and determine if those statements are both consistent with the mission statement of the host institution and reflective of the real needs of the operation for the next 10 years.**
2. **Reaffirm its educational role and actively create a strategic plan that includes other entities on the campus to assure that the educational mission of the union is met. While service and maintenance functions are important, they can be accomplished by outside contractors. It is the educational mission which requires the direction of a competent professional.**
3. **Each program and service currently offered should be reassessed from a mission compatibility as well as cost-benefit perspective. New initiatives, likewise, should be**

subject to close scrutiny based on educational mission and cost effectiveness.

4. **Income sources must be reviewed and projected for the next 10 years with annual updates. New revenue sources should be identified.**
5. **The facilities under the jurisdiction of the union should be assessed by competent professionals to determine what modifications are required to retain structural integrity and to meet existing code. The professional staff should have available, for immediate review, a proposal to renovate and remodel, complete with cost estimates and written program statements.**

Student Activities and Programs

The authors of this section identified eight implications of the future changes in higher education which will significantly affect both the purposes and format of student activities and programs in the future. These include the need to reconceptualize a model of community on campus; changes in program delivery systems; the role of student involvement in the reformation of the undergraduate curriculum; new directions in leadership programs; greater attention to developing interpersonal relationships; an increased emphasis on volunteerism and service; the impact of increased technology on student life; and increased program accountability.

The pace of change and the overall complexity of contemporary life will influence the very context of college unions and student activity work in the future. The modern college campus - once built in rural areas to avoid the temptations of the cities - is inextricably tied to the day-to-day phenomena which impact society. Education has been asked to do for individuals what once was accomplished through family, church, and other support groups, thus presenting college unions and student activity professionals with a much expanded set of developmental issues to address through out-of-class activities and programs. Perhaps no single concern is as important as the opportunity to develop interpersonal skills which will lead to healthier relationships. If the educational curriculum is designed to prepare students to have successful careers and to better understand the richness of the culture, perhaps the challenge to the co-curriculum is to prepare students to lead quality lives through enhanced relationships with others. Because of the availability of teachable moments and the capacity to provide for value-driven intervention, the college union and student activity areas can offer programs which enhance a sense of connectedness, focus on the commonality of individuals, maximize respect for all persons and cultures and, as noted by Robert Maynard Hutchins earlier in this report, promote growth in awareness, creativity, adaptability, curiosity, wonder, and love. In addition to attempting to impact the quality of life through strengthened interpersonal relationships, techniques must be developed to heighten awareness of the fragile nature of the planet's ecosystem, techniques which lead to individual ownership of the problem, and a collective resolve to do no further damage. Failure to respond will result in a steady decline in the quality of the air we breathe, the water we drink, and the physical and mental well-being of each inhabitant of the planet. The quality of the human experience for future generations--their ability to lead enriched lives--hangs in the balance. **The Task Force recommends that the Commission on Educational Programs and Services, in consultation with ecological educators, examine the role of the college union and student activity professional in building bridges between the academic curriculum and the out-of-class life of the institution, towards the end of providing a total institutional focus on responsible ecological citizenship.**

As noted earlier in this report, consistency in professional performance from campus to campus is difficult to achieve when a college union and student activity staff turn to a number of different professional organizations for continuing education, or indeed to no form of ongoing professional nurturance. Likewise, lack of consistent graduate preparation, or the absence of a requirement for graduate preparation, in some cases mitigates against consistent standards. The recent criteria set forth by the Council for the Advancement of Standards serves as a starting point. The Task Force recommends that the ACU-I Executive Committee, in conjunction with the leadership of other professional organizations serving college union and student activity staff, lobby the respective accrediting agencies to adopt these or even more stringent standards for institutional accreditation. If the value of the out-of-class experience is as important to student development as "we" propose (and the research demonstrates) that it is, then individual institutions must be held to the same rigorous standards for accreditation that are applied to instruction, research, governance, and other institutional matters.

Finally, the nature of the programming and student activity efforts on the campus are moving from a major focus on social, recreational, entertainment, and leisure emphasis to further embrace issues of social consciousness, individual development, multiculturalism, etc. While certainly not new agendas, their relative importance and the need to focus on new delivery systems requires a consistent reinvestigation of program content and direction. Changes in the nature of the student body in the future, when added to these social issues, require a careful examination of the following areas:

- Patterns of involvement will probably be shortened since student leaders will tend to be older commuters, who work full or part-time. Since they cannot hold office full-time, such students may only be capable of involvement for short periods, on a project-by-project basis.
- Increasing litigiousness will continue to plague program planners seeking to provide enriching activities, some of

which may contain elements of risk (ropes courses, travel programs, financial risks from new business services, etc.). Rather than avoiding potential risk, professionals must begin to employ techniques to manage risk in order to minimize liability.

- Outcome assessment, long the bane of higher education because of the difficulty in quantifying behavioral development, will become increasingly important to intra-institutional as well as non-institutional agencies. Increasing calls for greater accountability require that assessment techniques be developed which can be easily applied at the institutional level.
- New students, some of whom will bring learning deficiencies to the campus with them, will require that identification of most appropriate individual learning style become a skill of staff who provide leadership training and other educational programs.
- While larger numbers of culturally diverse students will bring eventual balance and pluralism to campus program offerings, it will be incumbent on students and staff, in the interim, to make a concerted effort to present balanced programs which have withstood the muster of cross-cultural scrutiny, ethical decision making, the commonality of individuals, and help restore faith in the American dream.

- Increasing fragmentation has had a negative impact on the sense of community on the campus, particularly influencing the amount of time for quality student/faculty interaction. It is important that new bridges be built which serve to enfranchise faculty as out-of-class mentors for students and which acknowledge the viability of the out-of-class environment as an effective place to learn. For their efforts, faculty should be rewarded in promotion and tenure decisions and certainly not punished as is currently the case in some settings.
- Volunteerism must continue to be underscored as a means of promoting personal growth as well as serving as a means to redress problems and concerns both on the campus and in the community. Such programs must become among the largest and best funded student sponsored programs on the campus.
- Rapid change and student diversity requires that comprehensive data bases, capable of being quickly accessed, be available to student affairs professionals and student groups seeking to ascertain student opinion and desires on a broad range of subjects, on a quick turn-around basis.

The Task Force envisions these particular areas as vital to professional competency in the 1990s and recommends that such matters be addressed on a consistent basis at

professional meetings and in the literature. Successful mastery of the above will help to assure that critical linkages to the campus and outside community will be made, linkages which further underscore the educational role of the staff in Warren Martin's "college of character."

The College Union Facility of the Future

In the book Three Thousand Futures - The Next Twenty Years for Higher Education the Carnegie Council on Policy Studies in Higher Education, in attempting to forecast the hopes and fears for higher education in the 80s and 90s, reinforced the fact that each of the nation's 3000 plus colleges and universities, because of their unique histories, traditions, and value systems, would prepare for and react to the future quite differently. This uniqueness carries forth to individual campus unions as well, where a great deal of diversity exists. Retaining the identity and sense of uniqueness of an individual college union while maintaining allegiance to the institutional setting is a challenge, particularly when significant renovation or new construction is undertaken. Given the fact that most unions on four year campuses were built after World War II and on two-year campuses between 1960 and 1970, and, as reported by the National Association of College and University Business Officers, a $20 billion dollar backlog in urgent facility repairs exists nationwide for all of higher education (some $5 billion of which is directed at auxiliary buildings, which included unions), prospects for major updating or new construction during the next decade are very high.

While the need to redress structural, space, and code concerns remains as a major priority in building construction, the challenge of dealing with issues which result from the needs and interests of new student populations and the ways in which they interact with the institution will present unique challenges to building program planners and design personnel.

The very nature of college union buildings causes them to face remodeling and modest renovation projects on a fairly regular basis, as the needs and desires of students and the rest of the campus community change, particularly in the retail and student organization areas. Unfortunately, it is not always possible to engage in modest projects in today's construction environment, due to the requirement to address asbestos abatement as well as significant changes in building codes involving fire and safety requirements. Experience has demonstrated that the largest share of available dollars is spent redressing existing problems rather than addressing future needs. Unfortunately, capital dollars for such projects are difficult to generate in bond referendum campaigns because so much of the work to be accomplished is invisible and yields no new space or services. Requirements for repair and replacement reserve funds, which allow campuses to build up a significant capital reserve for such projects, have rarely existed, or, in some cases, campuses have allowed funds to be "redirected" to other projects. Sadly for some college unions, those designated funds were spent on projects which would otherwise qualify for general fund consideration, for which unions do not qualify on many campuses. The deferred maintenance problems which result, particularly in private higher education, are alarming. As a result, college unions which should serve as the focal point for colleges and universities--where visitors and others are first introduced to the campus--have fallen into a state of disrepair. Heavy day-to-day use requires significant attention to regularly scheduled maintenance, one of the first areas to go in budget reductions. **The Task Force feels that the issue of deferred maintenance is an alarming concern which must be addressed. College union professionals, campus planners, and institutional business officers must continue to press for resolution of this issue. It is imperative that the professional organizations involved—ACU-I, NACUBO, APPA and others—through their affiliation with the Council of Higher Education Management Associations (CHEMA), develop lobbying strategies to influence the adherence to a sound capital replacement reserve posture on our nation's campuses.** Such standards should be made a part of the institution's accreditation criteria.

New engineering and design approaches have created buildings where large, flexible spaces are possible without the need for support columns. There has been a revolution in building construction techniques which will continue into the future, paralleling the need for college union construction and retrofit programs. In its literature search and deliberations, the Task Force was particularly impressed by the work on the future done by the American Institute of Architects (AIA) and borrowed quite liberally from their report "Vision 2000: Trends Shaping Architecture's Future." Particularly impressive was their concern for the role of individual needs in consideration of future design criteria. **Given the number of college union construction projects which will come on line during the next decade (based on current projections), the Task Force recommends that ACU-I's Commission on Educational Programs and Services examine the recent work of AIA towards the end of forging new partnerships which could result in jointly sponsored construction workshops, conference educational sessions, and possible publications for use by college union professionals contemplating new projects.** In past years, union staff have not always been consulted or involved in such endeavors. ACU-I must find means to prepare its members for informed participation and leadership in construction and renovation projects and individual professionals must, in turn, become assertive about taking the lead in future projects.

Students and others on campus, as increasingly sophisticated and pragmatic consumers, will impact the future union "mix" of facilities as they demand greater variety, better quality, and demonstrate a greater susceptibility to marketing influences, all the while expecting value in their purchases. Tomorrow's new students will bring to the campus interests, tastes, and the demands for different products which will influence operating hours, product mix, program orientation, etc.

Increasingly, comparisons of the contemporary union with shopping malls are not viewed with as much disdain as they once were, particularly as malls have evolved as the new community centers of their regions. Interestingly, this model has evolved at a point in time when unrelated business income tax and similar issues have faced higher education. Consumer expectations and buying patterns require that retail shops in the union, many of which are contracted to private operators and are located on campuses where community retail outlets are not conveniently accessible, continue to provide the products and services which the campus community desires. **The initial reaction of higher education to UBIT and related issues has been to contemplate withdrawal and thus avoid possible tax liabilities. It is the hope of the Task Force that equal attention be given to the alternative—meeting the needs and expectations of the campus consumers—even if it requires absorbing the tax liability, and if necessary, that new relationships be developed through privatization of campus services which address the competition concerns while**

maintaining the revenue base for the institution. The union retail operations have contributed hundreds of millions of dollars in sales tax to respective states and municipalities (a fact which seems to have escaped critics) and it can, if necessary, pay whatever income tax liability accrues, provided that this is computed only on that activity which is considered "unrelated."

A number of advances in the foreseeable future will impact the union's facilities and services. Greater office automation will provide easier access to information; more powerful microcomputers; compact discs capable of storing the contents of 6000 books; phone systems which carry text, data, graphics, full-motion video, as well as voice; desktop publishing, electronic mail, teleconferencing, internal and external databases and high resolution television will be commonplace; and a single device which serves as a TV, VCR, fax machine, telephone, and personal computer will be available to each employee. New products and equipment will impact daily tasks and the way in which buildings are constructed. New wood products being developed are three times stronger than steel; materials will have greater fatigue resistance and therefore greater fracture toughness; thermoplastics will provide super strong, lightweight, transparent, easy-to-fabricate, recyclable products; air support and subterranean structures will make better use of space and allow seasonal facilities to be used year-round; and materials such as long-wearing carpet tufting, floor finishes which come in sheets and are burnished in, robotic floor maintenance equipment, and chemicals in tablet form (safer, less storage) are probabilities rather than farfetched ideas.

Recent trends in services appear to be away from self-operation, bowling lanes, music listening rooms, darkrooms, pinball and foosball machines, barber/beauty shops, straight-line cafeteria lines, etc., to food courts, unisex hair styling, travel agencies, ticket offices, gift shops, convenience stores, banking, waitservice restaurants, child care and older student centers, computer areas, conference sales, fitness centers and contracted services. Clearly the commercial influence of retailing operations and the needs and habits of campus constituents have resulted in a significant alteration of the union's approach to the provision of services. The down side of this trend is that commercial influence has spread at the expense of student programming space, where individuals and groups engaged in recreational and other leisure pursuits which were influential in building interpersonal relationships and a greater sense of community.

Because union renovation projects were done so infrequently, ACU-I's practice has been to provide an ad hoc approach to the maintenance of approved lists of consultants and architectural firms, relying instead on conference program sessions, pre-conference seminars, and publications to familiarize union professionals with the area of construction/renovation and to a list of union professionals with extensive experience to consult with colleagues. While acknowledging that this approach has worked in an era of modest building activity, **the Task Force believes that the projected volume of such projects requires a more formal approach, and therefore recommends that the Executive Committee consider the development of a process by which architects, interior designers, graphic artists, construction contractors, food service design specialists, equipment manufacturers, audio-visual design specialists, and union professionals with substantial experience could have their work, services, and products reviewed by a panel of union professionals for inclusion on a list of endorsed consultants and suppliers.** A precedent exists for this approach in the products area in the form of the "Outstanding Products Inventory" list done in the 70s. With careful planning and high standards such a cadre could impact the quality and viability of future union facilities, as well as provide opportunities for such groups to exhibit their services and present educational sessions at the annual professional conference.

To be viable in the future, college union facilities must reflect the historical role of the college union and the mission of the institution it serves; respect the character/heritage of the region, community, and campus; remain cognizant of anticipated demographic, technological, political, economic, and legal considerations and changes; and reflect the value and importance of the arts to the accomplishment of the union's purpose.

The Arts in the College Union

One concept of education is that it is the systematic transmission of the essential ingredients of a culture from one generation to another. Formal education in the U.S. is the most extensive in the world, since democratic principles underscore an egalitarian approach to learning. Despite the ideal of a free basic education to all persons, some question the extent to which truly "essential ingredients of the culture" are indeed "systematically transmitted." Standardized testing results would reflect that, for many in our society, formal education has had only a modest impact on effective (and perhaps even cognitive) development. Interest in and appreciation for art, literature, philosophy, music, and other forms of expression appear to have little to do with structured educational experiences and more to do with persuasion by mentors or direct personal involvement.

The U.S. is annually turning out large numbers of college graduates--those who will ascend to key positions of corporate and civic leadership--for whom conversancy in the visual and performing arts is nonexistent. This is especially disheartening when these graduates represent some of America's best liberal arts institutions. The era of curricular vocationalization and specialization has resulted in a drastic reduction of general education and other electives. Where are America's future art patrons? Who has the responsibility to develop artistic conversancy and advocacy in American society?

Unlike artistic patronage in many other cultures which is spread broadly throughout the society, artistic sponsorship in the U.S. is significantly vested among a much smaller segment for whom such patronage is as much a social and civic responsibility as a love of the arts.

Because support is more narrowly based in the upper levels of society and owing to the fact that appreciation for the arts is enhanced by a level of familiarity, the absence of which serves to create intimidation for the novice, it is imperative that significant opportunities be present for the uninitiated to engage the arts in settings which are comfortable and freely accessible. For college age students in most cultures, conversancy in the arts is well established. This is not so in the U.S., where higher education represents a point of introduction rather than of refinement of interest, particularly due to the larger percentage of the population attending college. This phenomenon becomes increasingly significant when students in future years come to the campus with little prior exposure to the traditional expressions of the arts and with the need for greater cultural representation in the arts programming provided to them. A truly educated person should not leave his/her undergraduate experience without significant opportunities to test interests, gain familiarity, and find cultural heritage in all artistic mediums.

What role does the union and student sponsored programs play in the development of cultural literacy for students? Are there advantages to presenting arts programming on the students' home turf? If students have a role in planning, promoting, and presenting the program, are they more likely to attend and participate? For many years the union provided the bulk of culturally and socially oriented programs on campus. As higher education enrollment increased and new facilities--museums, galleries, theaters, etc.--began to appear on the campus, the locale for such programs shifted to the new, beautiful, specialized spaces, and with it responsibility for administration of programs and facilities shifted to the professional arts administrator who was housed outside the union. The amount and scope of programs increased under this professional leadership as did the budget and the need for grant and donor financial support. Lost in the shuffle was the student program planner who was no longer considered capable of helping to present such programs, which, by now, had become increasingly more sophisticated. The student audience, once the raison d'etre of such programming on the campus, has shrunk significantly in recent years. As governmental grant dollars, corporate support, and individual donations decrease in difficult financial times, where does the new support come from? Arts patronage is graying in much the same manner as the general population is aging. Higher education must begin to court students as long-term patrons for the arts. To do less is educationally invalid as well as financially suicidal. There is room for programming at many levels on the campus. Major performances, touring productions, and museum quality exhibitions require facilities, security, budgets, and expertise which are not present in the union. There is a place for students, however, in the selection process, even at major presentation level. In the union, by contrast, student produced and directed theater, student produced and regional art work, student choreographed dance, student musical performances, and student presented film series have a home. For the trained artist, performance in front of one's peers serves to bring comfort to the novice viewer. The role of students as curator, art installer, promoter, producer, director, choreographer, etc., is quite natural in this setting, which allows the engineering or accounting student to participate along side the dance and theater major. Students who are surrounded by the arts daily--string quartet at lunch hour, dance series at mid-afternoon, gallery openings on a frequent basis, theater performed within as well as outside the theater, permanent art work on walls and sculpture in public corridors--will develop a comfort level and inquisitiveness which leads students to other campus and community galleries and performance spaces. Education and patronage grow out of these union based programs, not only from audience participation and performing, but likewise from serving as gallery installers, stage crew members, fine arts committee members, promotion coordinators, theater lighting technicians, etc. It is here that demystification of the arts takes place and where conversancy and personal comfort begin . . . where future patronage is created.

Perhaps a more serious problem is the level of desire and comfort on the part of union and student activity program staff to oversee arts related activity. Many professionals feel ill-prepared or perhaps do not see it as the union's responsibility. These same professionals, by contrast, feel little discomfort in promoting and presenting a major rock concert or a lecture series involving significant world leaders.

The Task Force has spent much time in considering the role of the arts in the union and believes that the union has abdicated its role as arts presenter and educator to professional arts administrators to the detriment of student involvement and conversancy in the arts. Sadly, arts facilities in the unions have suffered as union and activity professionals relegated such programming to the art schools, museums, etc., whose program thrust, audience, and basic orientation is designed to serve a significantly different--yet equally important--function. **Accordingly, the Task Force recommends a series of initiatives designed to restore the arts as a significant responsibility for union and activity programmers, to provide an emphasis for the restoration and/or development of arts related facilities in the union, and to restore confidence and fluency on the part of professional staff to advise student committees in the area of arts programming.**

1. **The role and mission for the Committee on Arts-Related Activities of ACU-I should be reviewed by the Executive**

Committee with an eye towards developing ongoing responsibilities for the maintenance of a strong arts presence throughout the workings of the Association. This should include, but not be limited to, working with other associations of arts presenters to create educational programs and resources; consultation with the Annual Conference Program Committee to be certain that fine arts experiences and educational sessions are included in the conference program; to "lobby" regional representatives to include arts related experiences and programs at the regional conference; and to be available to the Commission on Educational Programs and Services as resource persons for arts related programs initiated by that body.

2. **The Executive Committee, through the Vice President for Committee Affairs, the Chairperson of the Committee on Arts Related Activities, and the Chairperson of CEPS, should enter into discussions with appropriate persons representing the Association of Performing Arts Presenters regarding what is perceived as a diminished response to higher education's needs by that group and how ACU-I might provide initiatives aimed at restoring arts programming--not in competition with but as an addendum to other campus and community arts programming--to the college union by working jointly with that group.**

3. **That the Commission on Educational Programs and Services, in conjunction with a recommendation made earlier in this report, present an annual summer institute in arts administration leading to Association certification.** Presented as part of the ACU-I's Summer Professional Development Institute, this program would be a phased educational experience which could lead to certification after completion of the third year. Designed to develop familiarity with and competency in all areas of arts administration--budgeting, grants administration, promotion, and programming in the areas of film, dance, music, visual arts, etc.--the program would separate first-year from returning attendees and provide a positive stand alone experience for those opting not to participate in intermediate and advanced workshops.
4. **The Committee on Arts-Related Activities should work directly with the Development Fund Committee in helping to identify funding sources and arts resources which could help to underwrite the costs of increasing programming on individual campuses as well as educational programming at the Association level. Of particular interest is funding for the creation of multicultural exhibits and cross-cultural programs which are rooted in the performing and visual arts.**

No single plan or strategy is capable of restoring the arts to their rightful place of prominence in the facility design of college unions or in the presentations of the union and other student programming groups. However, it is time to make a commitment . . . to take a stand. . . for one thing is certain; failure to provide college and university graduates with a solid arts foundation will create a woeful shortage of arts patrons for the 21st century.

Professional Preparation and Staffing

No other areas of the Task Force's work has as much significance for the future of the college union and student activity field, yet about which so little factual information is known, as is the subject of professional preparation and staffing. Prior to an informal survey of participants at the ACU-I annual professional conference at Columbus, Ohio and the release of the 1988-89 ACU-I census data there was not much in the way of specifics concerning the educational background, gender, racial and ethnic composition and other information about how professionals entered, advanced, and viewed the nature of their work. It should be noted that the absence of such information applies equally to most professions. Indeed, ACU-I's annual salary survey and recent census place it among the forerunners of higher education professional organizations. The absence of hard data made it impossible to fully examine issues such as salary levels by gender and race, benefits comparison, and opportunities for upward mobility. The up side of the experience is that we now know what we don't know, making further examination considerably easier. What was learned is that college union and student activity staff persons (as is true about a number of college student personnel areas) enter the field more by chance than by choice; that serving as a student employee in the union and activity area may have even greater influence on selection of the field for full-time employment than experience as a student leader on the governing board, program board or as an RA; that non-white persons are underrepresented within the profession; that college student personnel - the most prevalent of graduate degree preparations in the field - as a field of study is experiencing major declines in enrollment; that college student personnel work in general, because of uncompetitive salaries and working conditions, has become unattractive to many young people; and that the skills and competencies required for college union and student activities work are largely absent areas of concentration in college student personnel graduate programs. Recruitment of promising undergraduate leaders and stellar student employees by professional staff, long a primary source of entry-level staff, appears to have diminished. Indeed, there is little evidence of much formal career development or recruiting work being done in the college student personnel field.

What was not discernable in the work of the Task Force is why professionals, many with terminal degrees, choose to stay in the field; why persons choose to leave the field and for what other types of work; whether women, who constitute over half of the profession, are concentrated at lower and mid-level positions and in the program areas and face barriers in advancement to director's level positions; whether minority professionals, who stay in the field , do so at personal financial and career sacrifice and why more persons of color do not select college union and student activity work; and how college union and student activity salary levels compare with those of other areas of college student personnel work and with other non-academic staff areas in higher education.

The principal job requirements of the professional in the future include the following:

- Ability to articulate the role to constituent groups
- Strategic planning, research and assessment skills (how to reduce costs, identify new products and services, etc.)
- Capacity to apply the general concept of union to each individual campus's unique situation
- Seeking and creating new models of community that embrace diversity
- Establishing new methods of programming and creating alternative opportunities for student involvement
- Teaching and developing human potential
- Familiarity and comfort with new technology, complex communication, security and utility systems
- Facilitating smooth transitions and being flexible to more frequent change

- Knowledge and skills related to facility renovation and design
- Demonstrating administrative competency by effectively managing available resources
- Developing artistic fluency and competency

Skills and competencies required to be successful in meeting the above responsibilities include teaching, counseling, administrative/business acumen, marketing, computer literacy, verbal and written communication, application of the law, facility planning, management, strategic planning, fine arts administration and general programming. The development of these competencies has resulted, in large measure, from on-the-job training, professional conferences and workshops, and working with colleagues. Exposure to these areas has not, by and large, been a part of graduate programs in college student personnel.

Responding to many of the current issues in professional preparation and staffing, unlike other areas of the report, is made more difficult by the fact that authority to deal with these is vested outside of the purview of the college union and student activity staff. Equally disconcerting is the fact that little is known about why some staff maintain vitality and others do not; why some persons seek increasing responsibility and authority while others shun it; why some professionals merely "pass through" on the way to "better" positions in higher education; what steps could have been employed to retain staff who leave the field; how is success in the field defined and communicated to entry-level persons; etc. ?

Again, with more questions than answers, the Task Force makes the following recommendations which they hope will serve to help "professionalize" the profession:

- To reiterate #4 in the General Recommendation section the readable fields in the ACU-I annual salary survey must be expanded to permit greater comparative studies by gender, ethnicity, longevity in the field, previous professional experience, etc.
- Again, reiterating a previous item, this time #2 under Recommendations, it is imperative that entry-level staff receive an immediate introduction to the nuances of the profession in order to shorten the time required to become a fully functioning professional. Accordingly, an IPDS type program should be replicated at the regional level each summer for new staff, and the annual fall regional conference should serve to provide intensive, meaningful staff educational offerings.
- **A research project should be authorized which examines reasons for the decline of interest in student affairs work, staff attrition, staff longevity, at which point persons decide to move on and what motivates this decision, what factors contribute to**

staff vitality (remaining productive, professionally involved), etc.

- Graduate preparation programs are seriously deficient in imparting the skills and competencies required of contemporary college union and student activity professionals. Curricular reform is urgently needed and the **Task Force believes that preparation programs as outlined by the Council for the Advancement of Standards for Student Services/Development Programs those with a student development and administrative emphasis offer the best single source of preparation for new professionals.** The Task Force further recommends that a special study commission, composed of members of respective college student personnel professional organizations, examine and make specific recommendations for curricular reform in graduate preparation programs.
- **The Task Force feels that the assessment of professional education needs of staff is a vital issue for the future and recommends that heads of college union and student activity programs adopt such plans which can be tied to both individual as well as institutional needs.**

- Recruitment for the field must become systematic and purposeful, employing brochures, career nights, training sessions for career counselors, active recruitment of student leaders and other techniques. **As a starting point it is recommended that ACUIRES brochures be mailed twice annually to the offices of listed graduate preparation programs.**
- **Attracting and retaining minority staff and students to the field, to graduate preparation programs, and to boards, committees, and student employment positions is critical to improved diversity in the profession in years to come and must become an ongoing part of the annual recruitment cycle.**
- Finally, again as a reinforcement of items which were contained in the General Recommendation section, concern for the relative status of the profession (as measured by comparative salary levels and working conditions), the need to "make up" for skills and competencies not imparted in graduate programs, the absence of uniform approaches and standards across the profession (indeed one of the key ingredients to a field of endeavor's endorsement as a "profession"), and a desire to shorten the time required to fully understand the particulars of professional approach to the field reinforce that existing as well as proposed ACU-I

sponsored educational programs (IPDS, Summer Institute, etc.) be examined as possible certification programs.

As noted at the beginning of this report, no one knows how the colloquy of the '90s will turn out. We do know that the cast of characters will bring with them unique experiences from those students who have traditionally enrolled in higher education. The values inherent in what Thorsten Veblen once described as the "leisure-class" university have given way to a necessarily egalitarian, more global institution which values diversity and acknowledges individual differences in learning styles and cultural foundations. The extent to which institutions are successful during this transition time will be dependent upon the degree to which they succeed in recognizing and responding to these unique challenges. Returning to Polak's Transindustrial Paradigm, the programs and services which are provided for students in the future, whether they be academically based or co-curricular, must address the elements of the ecological ethic and the self-realization ethic if higher education is to create the dreamers and builders who will seek the city which is to come.

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